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ABSTRACT

Fifteen Illinois Education Professions Development Act (553) funded projects, mainly directed toward professional development in vocational-career education, provided the basis for the followup study. The projects, which varied in scope, activity, and duration were: More Effective Staff Utilization, In-Service Education for Teachers of Disadvantaged Youth, Pre-Service Training in Environmental Occupations, Workshop on Career Education for Elementary School Principals, Health Occupations Teacher Education Program, Occupational Education Administration Training, In-Service Work Experience Internship Program for Occupational Education Teachers, Data Processing Institute for Teachers, Writing Measurable Objectives for Vocational Education, Pre-Service Training in Environmental Maintenance, VOTEC X349: A Correspondence Course in Leadership Development in Vocational Education, Teacher Education in Vocational and Technical Education, Vocational Education Institute: Leadership Development, Pre-Service Administration by Competency, and Internship for Leadership in Occupational Education. Interview results with 20 project personnel and 98 participants are presented as generalized responses to interview questions. Data from 301 questionnaires (60 percent return) are reported compositely, as well as individually for 13 projects. Both interview and questionnaire data indicated important positive changes in participants' professional performance and high achievement of intended project objectives. The 36-page appendix contains copies of the questionnaire, interview guides, and additional tabulated data. (EA)

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A FINAL REPORT

of

A FOLLOW-UP STUDY OF PARTICIPANTS IN ILLINOIS PROJECTS FUNDED WITH EDUCATION PROFESSIONS DEVELOPMENT ACT (553) GRANTS FOR FISCAL YEARS 1969-1973

A Project Funded by the
Division of Vocational and Technical Education

Presented to

Illinois Board of Vocational Education and Rehabilitation
The Division of Vocational and Technical Education
State of Illinois

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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by

Joseph R. Ellis
Director of the Study

June, 1975

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STATE OF ILLINOIS
BOARD OF VOCATIONAL EDUCATION AND REHABILITATION
DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
PROFESSIONAL AND CURRICULUM DEVELOPMENT UNIT

The Research reported herein was performed pursuant to a contract with the State of Illinois, Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, Professional and Curriculum Development Unit. Contractors undertaking projects under such sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view and opinions stated do not, therefore, necessarily represent official Vocational and Technical Education policy.

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I. INTRODUCTION TO THE REPORT

The Problem Area. In 1967 the Education Professions Development Act was enacted by the United States Congress. EPDA was designed to assist in improving the competencies and skills of persons performing various professional roles in the field of education and, thereby, to contribute to the improvement of school programs and practices.

Extensive federal, state, and local resources have been expended since the passage of the Vocational Education Amendments of 1968 for the purpose of revising or initiating preservice or inservice training programs for vocational-career education professionals. The emphasis placed on vocational-career education programs in the public schools and community colleges in the past seven years created a shortage of teachers and administrators in existing, as well as in new and emerging, programs.

Since 1969, EPDA monies have furnished Illinois schools (via cooperative arrangements and through the Division of Vocational and Technical Education) the opportunity to promote change in the preparation or retraining of personnel. These supplemental funds have been used primarily for student support in new or revised professional preparation programs. Most of the participants in these programs have now been absorbed into educational systems.

The Problem. What contributions have participants in fifteen Illinois EPDA (553) funded projects, which operated between July 1, 1969 and June 30, 1974,

made to educational programs and practices as a result of their participation in one of these projects? More specifically:

1. What differences resulting from their EPDA project experiences do the participants in the fifteen projects of the study report concerning the performance of their professional positions, roles, tasks, and activities?

2. To what extent do the participants report the intended outcomes of the projects to have been achieved?

3. What do the participants report concerning the adequacy with which they feel they perform their positions, roles, tasks, and activities?

4. What do the participants report concerning the adequacy with which they feel the projects prepared them to perform their professional positions, roles, tasks, and activities?

5. What significant unintended project outcomes do the participants report?

6. What modifications do the participants suggest for programs designed to prepare professionals to perform the positions, roles, tasks, and activities of vocational-career education professionals?

7. How do the participants' project directors respond to the aforementioned six questions?

These questions formulated the problem of the study and it is to them that the report of the follow-up study is addressed.

The Objective. The study reported here was designed to provide a data-based response to the seven questions posed in the above problem statement.

The Projects. Fifteen projects funded by EPDA (553) funds through the Professional and Curriculum Development Unit of DVTE and which operated between July 1, 1969 and June 30, 1974, provided the reference from which the follow-up study was conducted. With the exception of a project operated by the DVTE and one operated by the Chicago Board of Education, all projects were based

on college campuses. (See TABLE I) All projects were funded as a result of a proposal having been submitted to the DVTE.

The projects involved participants in activities that extended throughout much of the state of Illinois. While their range of emphasis varied in scope, objectives, activities and duration, projects - with one exception - encompassed the common intention of improving programs and practices in vocational-career education through professional development. Some projects provided workshops lasting from one to a few days and some offered intensive courses over a period of weeks. Others operated as year-long training programs. Most of the learning experiences provided by the projects were practical in orientation and largely field-based. Internship type experiences were a vital part of most of the year-long projects.

Many of the host institutions engaged personnel especially for the implementation of their EPDA-DVTE project. The numbers and types of participants in the projects varied considerably (See TABLES I and II on pages 4 and 21).

A brief description of each of the fifteen projects of the study follows.

The project, More Effective Staff Utilization, was provided by the Chicago Board of Education in the fall of 1970. The project operated in two unrelated parts. The researchers were unable to identify a vocational-career emphasis for either part. One part sought to have Chicago educators share ideas about urban education with consultants and educators from other urban areas in the United States. This project consisted of a week-long conference held at a retreat in Colorado, with Dwight Allen and a group of consultants providing leadership. Eight Chicago educators participated, and Dr. Evelyn Carlson served as Director.

TABLE I

THE PROJECTS OF THE STUDY AND THE NUMBER AND PERCENT OF QUESTIONNAIRE RESPONDENTS AND INTERVIEWEES FOR EACH

	Number of Project Participants	Questionnaire Respondents		Number of Interviewees
		N	%**	
Illinois EPDA (553) Projects Operating July 1969 - June 1974				
Occupational Ed.- Industry Exchange: EIU	13	10	3.1	12
Voc. Educational Institute-Leadership Development: U. of I.	17	6	1.9	6
More Effective Staff Utilization: Urban Leadership and Truth School: Chicago	31*	10	3.1	8
Data Processing Institute: WIU	34	10	3.1	3
Principals' Workshop: WIU	260*	129	40.4	0
Internship Program	12	7	2.2	3
Health Occupation Education: U. of I.	30	8	2.5	7
Occupational Ed. Adm. Training: SIU	21	20	6.3	17
Inservice Training of Teachers of Disadvantaged: Roosevelt University	90	50	15.7	10
Voc. Tec. X349; Voc. Ed. Adm.: U. of I. Correspondence	87	42	13.1	5
Writing Measurable Objectives: D.V.T.E.	45*	10	3.1	6
Adm. by Competency Training: ISU	17	9	2.8	13
Teacher Ed. in Voc. and Tech. Ed: U. of I.	21	5	1.6	4

(continued)

TABLE I (Continued)

	Number of Project Participants	Questionnaire Respondents N	Questionnaire Respondents %**	Number of Interviewees
Illinois EPDA (553) Projects Operating July 1969 - June 1974				
Environmental Occupation: Chicago	4	1	0.3	2
Environmental Maintenance: SIU	5	2	0.6	2
TOTALS	687*	319	100.0 (rounded)	98

*Estimated
**Percent that N is of total respondents

The other part of the project involved a week-long workshop for teachers who were working in a new multi-age open space elementary school in Chicago: the Truth Primary School. The workshop sought to provide teachers with concepts and strategies for working in an open space school. The workshop was conducted by a consultant, Jan Frak, and held at the school while it was in session. The workshop consisted of a large group lecture, and problem solving conferences, with teams of teachers. Twenty-three teachers participated. Dr. Evelyn Carlson and Dr. Margaret Woods served as Directors.

The project, In-Service Education for Teachers of Disadvantaged Youth, was provided by Roosevelt University. The project sought to help teachers of disadvantaged students improve their understanding of the vocational and motivational needs of these students. The project consisted of two three-day workshops with follow-up visits to selected field sites. An effort was made to increase participants' skills in implementing a career education model with emphasis on student activities specially related to the "world

of work." Sessions of the workshop were held in Chicago, in November of 1973 and June of 1974, with approximately ninety participants. Dr. Loreta Butler was the Director.

The project, Pre-Service Training in Environmental Occupations, was provided by Chicago State University from September, 1972, through June, 1973. The project sought to prepare participants and to place them in jobs for environmental occupations teacher roles. The project consisted of three components: (1) college courses in the natural sciences, math, geography and education; (2) field work in the area of careers and with local business and industry; and (3) participant development of a career education project or program with the potential for being useful in a local school setting. The career emphasis in the project was on environmental occupations. Four students participated as undergraduates. Dr. Lindy Solon served as the Director.

The project, Workshop on Career Education for Elementary School Principals, was provided by Western Illinois University during May of 1974. The project sought to help elementary school principals in: (1) using the community as a resource in career education; (2) initiating staff development programs around career education; and (3) receiving state funds for an elementary school career awareness program. Approximately two hundred and sixty participants attended the seven one-day workshops held at different places in Illinois. Dr. James Conley served as Director of the Project.

The project, Health Occupations Teacher Education Program, was provided by the University of Illinois at the graduate and undergraduate levels during 1972-1974. The project sought to identify competent health practitioners who needed improved teaching skills and to offer them a program in

teacher education which would provide them with teaching skills and competencies, and with certification to teach at the secondary school level in Illinois. The project consisted of a specially designed teacher education program (courses in general education, specialization in health-related fields, and professional education including clinical teaching) at the undergraduate and graduate levels. Approximately thirty participants took part in the project, and Dr. Maria Vittetoe served as Director.

The project, Occupational Education Administration Training, was provided by Southern Illinois University at Carbondale during 1973-1974. It sought to develop personnel who were certified for leadership positions in vocational-career education at the local level and to assist them in getting placed in such positions. Additionally, it sought to develop, test and implement a model for a university in-service leadership training program based on identified competencies. The project consisted of a summer session of concentrated competency-based graduate study in educational administration and related areas. This was followed by an internship in local schools which had vocational programs. Field experiences were supervised by school district administrators and university staff. Twenty-one experienced educators participated, and Dr. Wayne Ramp served as Director.

The project, In-Service Work Experience Internship Program for Occupational Education Teachers, was provided by Eastern Illinois University during 1972-1973. It sought to up-grade occupational education teachers in reference to their knowledge of occupations in their communities. The project consisted of a cooperative program with business and industry to provide participants with visitations and limited work experiences on-site in local businesses and industries. Thirteen teachers participated, and Dr. Charles Joley served as Director.

The project, Data Processing Institute for Teachers, was provided by Western Illinois University during the summers of 1970 and 1971. It sought to increase teachers' knowledge and skills needed to teach specialized courses in curricula designed to prepare computer programmers, analysts and automatic data process operational personnel. The project consisted of lectures, discussions and laboratory work. Thirty-four participants were involved, and Dr. Lewis E. Wall served as Director.

The project, Writing Measurable Objectives for Vocational Education, was provided by the DVTE for selected members of its staff. It sought to (1) provide participants with a common framework and terminology; (2) increase participants' skills and competencies in stating behavioral objectives; and (3) increase participants' skill in assisting others in stating and working with measurable objectives. The project consisted of a two-day workshop held in January of 1972 in Springfield. Approximately forty-five persons participated. Dwight Davis and Joseph Borgen served under contract as Directors.

The project, Pre-Service Training in Environmental Maintenance, was provided by Southern Illinois University in Carbondale. Five students participated during the 1972-1973 academic year. The project sought to provide pre-service teachers with content, internship and student teaching experiences in environmental maintenance. It consisted of experience in field-based projects, selected course study, and individualized study in environmental maintenance. Dr. Thomas R. Stitt served as Director.

The project, VOTEC X349: A Correspondence Course in Leadership Development in Vocational Education, was provided by the University of Illinois from July 1, 1972, until June 30, 1973. It sought to develop, offer and test

a course which would provide continuing growth and development for participating vocational educators through correspondence study on an individualized in-service basis. The project consisted of a correspondence course of eight lessons and used a course syllabus, textbook and cassette recording tape. The course emphasized leadership and was offered initially for undergraduate credit; however, graduate credit was later awarded on a trial basis. The clientele for the course came mainly from a group of vocational education teachers who had participated in a national survey related to vocational education and conducted by the University of Illinois Bureau of Educational Research. Eighty-seven persons, mostly with at least a bachelor's degree and teaching experience, enrolled in VOTEC X349, and Dr. Wayne Lockwood served as the instructor.

The project, Teacher Education in Vocational and Technical Education, was provided by the University of Illinois. It sought to provide an opportunity for interface with professionals from varying backgrounds and areas of interest with implications for vocational teacher education. The project consisted of a one-week institute held in October of 1970 at the University of Illinois. Twenty-one persons participated, with Dr. Rupert Evans serving as Director.

The project, Vocational Education Institute: Leadership Development, was provided by the University of Illinois from July 1, 1969, to June 30, 1971. The project sought to train educational administrators to serve as leaders in all areas of vocational-career education. It consisted of a flexible program of study, including established University courses and courses specially adapted for the project, seminars for the participant group, and field experiences in business and industry and educational settings. Most participants sought credit for degrees at the masters, sixth year or doctor's level.

Seventeen participants were involved, and Dr. William Rogge served as Director.

The project, Pre-Service Administration by Competency, was provided by Illinois State University from July 1, 1973, to June 30, 1974. It sought to develop sixteen competent administrators for the area of vocational-career education by developing and implementing a competency-based training program which emphasized career-vocational education administration. additionally, the project sought to develop a transportable model for use in other institutions and to produce a written document describing the model and facilitating its dissemination. -The project consisted of a year-long program of formal study, including courses, the development and mastery of specific competencies, and field-based and internship experiences. The emphasis was on leadership and the competencies needed in the administration of vocational-career education. Sixteen persons participated in the project, and Dr. Charles Edwards served as Director. This project was a companion to a similar project provided by Southern Illinois University.

The project, Internship for Leadership in Occupational Education, was provided by the University of Illinois, Western Illinois University, Eastern Illinois University, Northern Illinois University, Illinois State University, Southern Illinois University on both its Carbondale and Edwardsville campuses, and by the DVTE's Professional and Curriculum Development Unit. The project sought to assist with the implementation of the Illinois Master Plan for Professional Development by preparing persons with previous related educational experiences for occupational education leadership roles at the local level, within the DVTE or at institutions of higher education. The project consisted of placing an intern on each of the participating campuses

and four interns with the DVTE. The interns were assigned for supervision to an experienced occupational education leader in their situations (the institution's Occupational Education Coordinator) and typically "shadowed" him. They generally experienced the full range of activities in which their supervisor was engaged. Additionally, they met periodically as a group, attended DVTE functions and professional conferences and, some took formal courses for graduate credit. The internship project operated during the 1971-1972 academic year and there were twelve participants.

Procedures of the Study. The survey method was adhered to, and the design and the procedures were derived from the problem and sub-questions raised on the preceding pages. The study was initiated in October of 1974 and completed in June of 1975. The following eleven tasks were accomplished in the implementation of the study.

Task 1. The Director of the study consulted with staff of the DVTE Professional and Curriculum Development Unit to identify each EPDA (553) project to be included and to locate personnel associated with the production of these projects.

Task 2. Study personnel obtained and reviewed proposals, reports and other related information about the projects identified in Task #1.

Task 3. The Director of the study contacted all past project directors, obtained a list of project participants and arranged for interviews with project directors and participants.

Task 4. Study personnel developed two interview guides and a questionnaire (See Appendices A, B and C).

Task 5. Study personnel arranged for interviews and questionnaire responses from project participants.

Task 6. Study personnel collected data using one or more of the following:

a) on-site interviews
b) telephone interviews
c) questionnaires distributed by mail with a postal card follow-up

Task 7. The study's data process specialist processed the data on the N.I.U. computer using the Stastical Package for the Social Sciences program (SPSS).

Task 8. The Director of the study analyzed and interpreted the collected data in terms of numbers, percents, summaries, and patterns for a composite of the responses and for responses for individual projects.

Task 9. The Director of the study drew conclusions and made recommendations.

Task 10. The Director of the study prepared the final report in response to the questions posed in the statement of the problem and objectives.

Task 11. The Director of the study delivered one hundred copies of the final report to the DVTE.

Dr. Joseph R. Ellis, Coordinator of Educational Research and Services at Northern Illinois University, was the director of the study. He assembled a team of educators with the special competencies, backgrounds and recent relevant experiences necessary for the execution of the above tasks. Team members were Dr. Tyrus Wessel, Dr. Richard Erickson, Dr. Peter Abrams, Dr. Leonard Pourchot and Ms. Diann Musial of Northern Illinois University, and Dr. James Mendenhall of Lincoln Land Community College in Springfield.

Efforts were made to locate and to obtain questionnaire responses from all participants in the fifteen projects. A sample for the interviews was selected to be representative and to include accessible participants from all projects, with the exception of the one-day "Principals' Workshop." It was not possible to interview all of those selected.

While questionnaires were received from participants who lived in and out of Illinois, interviews were confined to participants and project directors living in Illinois with the exception of four interviews which were conducted at a national conference.

II. REPORT OF THE FINDINGS

Introduction to the Report of the Findings. The findings of the study are presented first for the interview and then for the questionnaire.

Interview results are presented as generalized responses to the questions of the interview guides. The interview guides appear in Appendix B and Appendix C. Interview summaries appear first for project personnel and then for project participants.

Questionnaire results are reported as a composite of participants' responses and also for the project in which the respondents participated. The questionnaire appears in Appendix A.

Report of the Interview Responses. Interviews were conducted with one hundred eighteen persons who had been associated with one or more of the fifteen projects of the study. Twenty of the interviewees had been involved in the direction of the projects while the remaining one hundred had been participants. The interviews, for the most part, ranged in time from thirty to forty-five minutes. Most of the interviews were conducted in person at the site of the interviewee's employment; however, a few interviews were conducted over the telephone. With the exception of the Principals' Workshop Project (a one-day drive-in session), all of the projects' participants were represented in the interview sample. (See TABLE I on page 4.)

The study's interview results supplement and validate the data obtained in the study's questionnaire. Summaries of the interviewee's responses to

the questions on the interview guides are presented below and on the following pages.

Project Personnel Interview Summary. The perceptions of those who directed the activities of the projects were considered a valuable dimension in the follow-up study of the participants. Some of the project personnel interviewed had conducted formal evaluations and/or follow-up studies of their projects. All could provide information obtained informally and casually. Additionally, the project personnel were able to report some of the changes which had resulted in themselves and in their institutions as a result of their project.

The results of the twenty interviews conducted with project personnel are summarized below.

Question #1. *What is the interviewee's perception of the project?*

Response. Project personnel who were interviewed generally perceived their projects as:

(a) a response to an important educational need,
(b) a positive and valuable experience for both themselves and participants,
(c) an opportunity for them to provide, and for participants to gain, philosophical commitment and/or competencies and skills for professional development,
(d) guided, practical and largely field-based learning,
(e) a means for participants to advance into positions and/or roles of leadership in the field of vocational/career education,
(f) a means of up-grading the efficiency and effectiveness of leadership, programs, practices and activities in the field of vocational-career education,
(g) an opportunity for their institution to plan and implement an innovative program,

Question #2. *Do you consider the project to have achieved its objectives?*

Response. The directors based their judgments on project evaluations, follow-up studies and informal contacts and feedback.

Except for some reservations expressed about the "Internship Program," all project personnel expressed the view that their projects had been very successful in achieving their objectives.

The reservations about the "Internship Program" concerned the fact that several interns moved into advanced degree programs without entering practice in field settings. One intern left the field of education completely.

Question #3. *What differences resulting from their EPDA project experiences do the participants report concerning the performance of their professional positions, roles, tasks, and activities?*

Response. Project directors were unanimous in agreeing that their projects made a difference in nearly all participants' professional performance.

The evaluation of projects that provided a short (one-or-two-day) workshop experience indicated that the workshop had had some influence on most participants; however, this influence was said to be limited and often difficult to determine.

Those projects that involved their participants in lengthy training either in field, or combinations of field and campus, experiences were reported to have had rather profound influences on participants' subsequent educational experiences and/or professional decisions and practices. With the exception of one intern who decided to leave vocational-career education as a result of his project experience, participants appeared to have made changes, or are expected to make changes, consistent with the intents of the projects in which they were involved.

Many participants have moved into positions or roles of educational leadership at the school district, junior college or university level. Many participants entered or continued to serve in various teaching positions with increased competencies. Several participants are currently enrolled in advanced degree programs with the promise of providing leadership and service to the field later. The directors believed that their projects had caused these kinds of general changes.

Regarding specific roles performed by vocational-career educators, there was general agreement that as a result of project-directed experiences, participants functioned differently in the roles listed below. The role performance changes attributable to the projects varied considerably for each role. The greatest change occurred in the first four roles. Several participants in the "Occupations Educational Administrator

Training Program" were reported to be meeting periodically as a professional group which they had organized.

Specific professional roles in which positive performance changes were reported are:

(a) Leader
(b) Planner
(c) Director and helper of learning
(d) Counselor, advisor, guide, consultant
(e) Mediator and interpreter
(f) A link with the community
(g) Member of the education profession
(h) Member of the community

Question #4. *To what extent do the participants report the intended outcomes of the EPDA projects to have been achieved?*

Response. Project personnel reported that the participants generally had indicated a high degree of satisfaction with the achievement of project objectives.

The directors of one-or two-day workshop projects were asked to provide many additional sessions and to develop and make available materials related to their workshops.

The directors of the longer training programs reported some participant disappointment in obtaining administrative and leadership positions. Some participants indicated to project personnel that there was too much time devoted to materials development at the expense of training in the "Administration by Competency Training Program."

The objective of returning participants to the field, full-time, and immediately upon completion of their project training, was not achieved in some instances where participants elected to pursue advanced degrees.

Question #5. *What do the participants report concerning the adequacy with which they feel they perform their positions, roles, tasks, and activities?*

Response. Directors said that, to the extent that they had evidence, participants felt very competent in performing their professional positions, roles, tasks and activities.

At the time of this study some participants were still pursuing degree programs and were not fully employed; others were awaiting the opportunity to assume positions which would permit them to use fully the competencies and skills which they had acquired in the EPDA supported projects.

Question #6. *What do the participants report concerning the adequacy with which they feel the EPDA projects prepared them to perform their professional positions, roles, tasks and activities?*

Response. Project personnel said that the evidence indicated that participants generally felt the projects had trained them well in competencies and skills needed to fulfill the intentions of the projects and to improve their professional performance.

Several interviewees were able to cite instances of outstanding jobs being done in the field by participants from their projects.

Question #7. *What significant unintended EPDA project outcomes do the participants report?*

Response. The unintended outcome (not specified as an objective) most frequently mentioned by project personnel concerned the affective domain. Close personal and professional ties developed between and among project personnel and participants in both small and long duration projects. Positive attitudes toward the host institution generally developed and grew.

For many participants, continued study for advanced degrees followed their project participation.

The planning and operation of the project often influenced changes in the project's staff and institution. These changes generally took the direction of increased program flexibility, and practical and field orientation toward increasingly specified outcomes.

Question #8. *What modifications do the participants suggest for programs designed to prepare professionals to perform positions, roles, tasks and activities of vocational-career educators?*

Response. The project personnel responded to this question both in terms of participant feedback available to them and their own broader observations. Without exception, it was agreed that these kinds of professional development projects should be continued, although somewhat changed. Suggested modifications included:

(a) increasing the lead time between the finalizing of the contract and the operation of the project,
(b) exercising greater care in selecting participants,
(c) extending projects to include other than just vocational-career educators,

(d) extending one-day workshops to two days,
(e) providing follow-up services to participants to facilitate changes in their situations,
(f) providing more structure and supervision for internship programs,
(g) expanding these projects to increase the involvement of districts and institutions of higher education from all parts of Illinois,
(h) refining the field-based aspects of the projects to insure clear objectives and accountability, and
(i) revising DVTE fiscal procedures to permit project directors increased flexibility.

Question #9. *What impact did the project have on its director, staff and/or the institution that provided it?*

Response. Interviewees indicated a wide range of project impacts on themselves and their institutions. These were mostly desirable, and generally not specified, outcomes of the projects. These reported impacts included:

(a) an increased orientation to practical and field-based learning experiences,
(b) an increased acceptance of the internship as a directed learning activity, and the incorporation of it into other programs,
(c) increased cooperative program planning within and between institutions and school districts,
(d) increased interdisciplinary and interdepartmental cooperative operations,
(e) less rigidity in some university admissions policies,
(f) new staff enthusiasm,
(g) new career awarenesses,
(h) more competency-based planning,
(i) the establishment of an accepted model for program development and operation,
(j) a demand for related workshops and materials,
(k) staff recognition and invitations to assume leadership roles on and off the campus of the host institution,
(l) written materials and articles related to the project,
(m) institutional adoption of all or parts of some projects into their regular programs,
(n) increased creativity in program development and teaching, and
(o) bringing vocational-career education closer to other areas of education.

Project Participants' Interview Summary. The perceptions of those who participated in the projects of the study were considered essential to the

follow-up study and to obtaining a data-based response to the questions which guided the inquiry. In reading the following summaries, it should be remembered that the interviewees were involved in projects that varied in emphasis, method and duration; however, all of them were intended to improve their participants' professional skills and competencies and to improve professional performance. It is with these overall intentions in mind that the generalizations reported in this summary are presented.

Ninety-eight persons, who participated in one of fourteen of the fifteen projects of the study, were interviewed. It was decided, primarily because of limited resources and time, to interview only those persons who had participated in projects that had extended beyond a one-day session; thus, no participants from the Workshop for Elementary School Principals were interviewed. However, it should be noted that one hundred and twenty-nine, or 40% of the study's questionnaire respondents, were from participants in the Workshop for Principals. It is therefore assumed that this project is adequately represented in the study. An examination of TABLE I will indicate the distribution of interviewees by the projects in the study.

Question #1. *What are the interviewees' perceptions of the project?*

Response. While responses varied, interviewees tended to be overwhelmingly positive in their feelings about almost all of the projects of the study. They perceived them to be needed, valuable and relevant field-based practical efforts to upgrade professionals working in the area of vocational-career education. Many participants saw the projects as attempts to provide the area of vocational-career education with specially trained leaders and administrators. The projects were viewed as opportunities for participants' professional growth and development and as a means for advancement into positions of increased leadership and responsibility. They were also seen as functioning to encourage teachers to incorporate meaningful career education into their classrooms and as a means for developing commitment, pride and enthusiasm about vocational-career education. Some participants reported the projects to be renewing and confidence-building and to have provided the most valuable of their educational experiences.

A few participants saw some of the projects as having promised jobs that did not materialize.

Question #2. *Have there been any significant decisions and/or changes in your life as a result of your having been a participant in this project?*

Response. Participants indicated by an eight-to-one ratio that their participation in one of the projects of the study had resulted in a significant decision or change in their lives (See TABLE II).

Interviewees' comments further indicated the extent and kind of changes which they thought had resulted from their participation in these projects. They reported changes in positions and increased responsibilities, as well as raised professional aspirations for improved performance, higher positions and advanced training. Several interviewees had changed their ways of dealing with students, teachers, school officials and community members. Many reported an increase in enthusiasm for their work and a sense of self-renewal. Many had initiated changes in their professional practice, including course and curriculum revisions, innovative approaches to old problems and an increased use of practical approaches to learning. A large number of interviewees said they were more in tune with the community and used it as a resource more than before participating in the projects. Several reported that they had changed their ways of helping students become aware of career alternatives and their placement and supervision of students in business and industrial learning situations. One person had initiated a career education program in an elementary school. Others reported that they had served as consultants to school districts that were attempting to improve their vocational-career education program.

Question #3. *Do you perform your professional position, roles, tasks and activities differently as a result of your participating in this Project?*

Response. Interviewees indicated by an eight-to-one ratio that they did perform their professional positions, roles, tasks and activities differently as a result of having participated in the projects of the study (See TABLE II).

Interviewees' comments were similar to those given in reply to Question #2 above. Many reported that they perform their roles with greater competence, confidence and comfort and with a broader view and understanding than previously. Some said they had new insights into school administration

TABLE II

A TABULAR SUMMARY OF PARTICIPANT-INTERVIEWEE REPLIES TO SELECTED QUESTIONS

N=91

Questions From the Interview Guide	Responses			
	YES		NO	
	N	%	N	%
Have there been any significant decisions and/or changes in your life (personal-professional) as a result of your having been a participant in this project?	81	89	10	11
Do you perform your professional position, roles, tasks and activities differently as a result of your participating in this project?	78	90	9	10
Do you consider this project to have achieved the objectives which you had for it?	79	87	12	13

and were viewed by peers and supervisors as leaders in vocational-career education. Many said that they had changed course and program content and now frequently performed new tasks. Several reported that they were more open-minded than before their project experience. A different and increased use of cooperative activities, community resources, and evaluation procedures was mentioned. Those interviewees who were involved in situations where "Management By Objectives" was used reported that their project participation enabled them to improve their function in MBO procedures.

Question #4. *Did participation in one of the projects of the study influence your performance in what might be considered to be the main roles of a vocational-career educator?*

Response. A summary tabulation of interviewees' responses to the above question appears in TABLE III for each of eight roles. These responses indicate that the projects had the greatest influence on performance in roles of "leader" and "planner" and the least influence on those roles having to do with the community served by the school.

Question #5. *How adequately do you feel that you perform professional roles and the tasks and activities associated with them?*

Response. A summary tabulation of interviewees' responses to the above question appears in TABLE IV. These responses indicate that the interviewees feel that they were performing them adequately or better, with almost four-fifths saying that they were performing them more than adequately or better.

Question #6. *How adequately do you feel the project in which you participated prepared you to perform professional roles and the tasks and activities associated with them?*

Response. A summary tabulation of interviewees' responses to the above question appears in TABLE V. These responses indicate that 94% of the respondents considered the projects of the study to have prepared them adequately or more than adequately to perform these roles. More than two-thirds of them indicated that this preparation had been more than or extremely adequate.

While interviewees' ratings were positive in responding to this question, criticisms and suggestions for project improvement were offered. These included improving the sequence of learning experiences and the supervision of field-based and internship experiences.

Question #7. *To what degree do you consider the project in which you participated to have achieved its intended outcomes?*

Response. A summary tabulation of interviewees' responses to the above question appears in TABLE VI. These responses indicate that three-fourths of the interviewees considered the projects to have achieved their objectives to a high degree or better while more than one-third of them said the objectives were achieved to an extremely high degree. Eight percent of the respondents said that the objectives were achieved to a low or extremely low degree.

TABLE III

A TABULAR SUMMARY OF PARTICIPANT INTERVIEWEE REPORTS OF THE INFLUENCE WHICH THE PROJECTS OF THE STUDY MADE ON THEIR PERFORMANCE IN EACH OF EIGHT PROFESSIONAL ROLES

N=86

Question	Response*	YES		NO	
		N	%	N	%
Here are what appear to be the main professional roles of a vocational-career educator. Did the project in which you participated influence your performance in these roles?	Leader	70	84	13	16
	Planner	70	88	10	12
	Director and helper of learning	65	76	20	24
	Counselor, advisor, guide, consultant	64	74	22	26
	Mediator and interpreter	54	68	25	32
	A link with the community	56	67	27	33
	Member of the education profession	54	70	23	30
	Member of the community served by the school	49	64	28	36

*Percent computed on the basis of the N for each role.

TABLE IV

A TABULAR SUMMARY OF PARTICIPANT-INTERVIEWEE RATINGS
OF THE ADEQUACY OF ASPECTS OF THEIR PROFESSIONAL PERFORMANCE

N=87

Question	Rating	N	%
How adequately do you feel that you perform professional roles* and the tasks and activities associated with them?	extremely adequately	15	17
	more than adequately	56	64
	adequately	16	18
	less than adequately	0	0
	extremely inadequately	0	0

*Eight professional roles of the study:
- Leader
- Planner
- Director and helper of learning
- Counselor, advisor, guide, consultant
- Mediator and interpreter
- A link with the community
- Member of the education profession
- Member of the community served by the school

TABLE V

A TABULAR SUMMARY OF PARTICIPANT-INTERVIEWEE RATINGS OF THE ADEQUACY OF THE CONTRIBUTIONS WHICH THE PROJECTS OF THE STUDY MADE TO THEIR PROFESSIONAL ROLE PERFORMANCE

N=85

Question	Rating	N	%
How adequately do you feel the project in which you participated prepared you to perform professional roles* and the tasks and activities associated with them?	extremely adequately	24	28
	more than adequately	44	52
	adequately	12	14
	less than adequately	4	5
	extremely inadequately	1	1

*Eight professional roles of the study:
- Leader
- Planner
- Director and helper of learning
- Counselor, advisor, guide, consultant
- Mediator and interpreter
- A link with the community
- Member of the education profession
- Member of the community served by the school

TABLE VI

A TABULAR SUMMARY OF PARTICIPANT-INTERVIEWEE RATINGS OF THE DEGREE TO WHICH THEY CONSIDER THE PROJECTS OF THE STUDY TO HAVE ACHIEVED THEIR INTENDED OUTCOMES

N=86

Question	Rating	N	%
To what degree do you consider the project in which you participated to have achieved its intended outcomes?	Extremely high	33	38
	high	32	37
	moderate	13	15
	low	3	3
	extremely low	5	6

Interviewees' comments supported their ratings in that they generally praised the achievements of the projects and suggested that they be continued.

There were some disappointments expressed about projects not leading immediately to new positions and/or new professional opportunities for many participants.

Question 8. *Do you consider the project to have achieved the objectives which you had for it?*

Response. Interviewees reported by approximately a seven-to-one ratio that they considered the objectives which they had for the projects in which they participated to have been achieved (See TABLE II).

The interviewees mentioned among those of their hoped-for outcomes that were realized, as being: an earned graduate degree or graduate credit, increased qualifications and certification, usable competencies and skills, and an enjoyable and satisfying experience.

Many interviewees expressed the view that their project experience exceeded their expectations. Several said it was the most valuable educational experience that they had known. A few said that it was the turning point in their professional lives and that they wished it had occurred earlier.

A few negative experiences were reported. One person said she changed her perception of school administrators and now saw them as generally insincere and playing games. Two persons thought their projects had made promises that were not only unfulfilled, but were ignored.

Question #9. *What significant unintended outcomes do you consider to have been a result of this project?*

Response. Interviewees indicated that there were several important outcomes which resulted from their participation in the projects and which were not explicitly, and sometimes not even implicitly, intended. These included:

(a) developing new friendships and a close sharing and working relationship with project staff and participants,
(b) making new contacts with persons in higher education, in agencies, and in business and industry,
(c) becoming motivated to work for an advanced degree,
(d) a change in job, salary and/or professional responsibilities,
(e) a change in instructional procedures, including developing new course units, materials, using group work, and employing community resources,
(f) the community seeing teachers in a different situation,
(g) one person becoming encouraged to set up his own business as a second source of income,
(h) increased awareness of career education alternatives,
(i) becoming involved in other related projects,
(j) neglecting duties - including teaching - while they participated in the projects,
(k) summer employment in a local industry,
(l) increased political know-how,
(m) improved school-community communications,
(n) increased awareness of what business and industry needed and how they really operated,
(o) an appreciation of competency-based education,
(p) a negative attitude toward school administrators,
(q) an appreciation of the need for "teaching know-how" in the health occupations, and
(r) increased self-confidence.

Question #10. *From your point of view, what impacts did this project have on its director, staff and/or the institution that provided it?*

Response. Interviewees identified several impacts which they thought the projects had had on their project's directors, staff and/or institutions. The impacts on host institutions were reported to have been:

(a) an enhancement of the status of vocational-career education,
(b) a movement toward providing increased relevant, practical, field-based and intern-type learning,
(c) increased field orientation for educational needs, objectives and resources,
(d) the adoption of projects or aspects of projects as part of regular institutional programs,
(e) improved campus-field relationships, and
(f) increased flexibility in certain institutional policies concerning graduate credit and admission to graduate programs.

The impacts on project directors and/or staff were reported to have been:

(g) an increased and broadened understanding and sensitivity of the needs, problems and efforts of vocational-career education at the school district level,
(h) increased recognition and respect on their campuses and in the field,
(i) a sense of achievement,
(j) increased cooperation in planning and operating programs,
(k) some conflict between project staff and other institutional personnel, and
(l) improved skill in directing educational projects.

Question #11. *Looking back on your participation in this project, what do you consider the major facilitating and constraining factors to have been?*

Response. Interviewees mentioned the following as significant facilitating factors in the projects in which they had been participants:

(a) the project director and staff,
(b) positive attitudes and motivations of project personnel and participants,
(c) money for participant stipends and/or expenses,
(d) released time and the chance to be away from professional duties,
(e) the organization and practical orientation of the projects,

(f) the need being served by the project,
(g) field-based and internship experiences,
(h) the close-knit group of participants,
(i) the variety of participant backgrounds,
(j) flexibility,
(k) cooperation of local schools, businesses and industries,
(l) opportunity to work first-hand with problems and resources,
(m) wide range of experiences and choices, and
(n) the teaching strategies, materials and resources used.

In mentioning constraints, most participants reiterated their view of the overall success of the projects. However, constraining factors were reported to be:
(a) insufficient time and/or conflicts in scheduling,
(b) delay in starting the project due to delay in DVTE funding,
(c) a frequent lack of adequate printed materials,
(d) lack of sufficient funds for materials,
(e) lack of enough supervision of field and intern experiences,
(f) university-imposed requirements and red tape,
(g) problems associated with released time and conflicts between project and job demands,
(h) poor orientation to project,
(i) philosophical conflicts,
(j) poorly planned learning experiences and duplication,
(k) commuting distance and time, and
(l) the lack of job opportunities for some project graduates.

Question #12. *What modifications do you suggest for programs or experiences of the type that you participated in for the preparation of professionals to perform the positions, roles, tasks, and activities of vocational-career education?*

Response. Interviewees were generally satisfied with the projects as they had operated; however, several suggestions for possible project modifications were made. These included:
(a) clarifying project objectives and implementation plans,
(b) obtaining or developing improved written materials,
(c) improving project follow-up services, including consulting and placement,
(d) improving criteria and procedures used in participant selection.
(e) minimizing university requirements and red tape,
(f) making maximum use of the summer for project activities,
(g) providing more in-depth study,

(h) involving more teachers as participants,
(i) using students more extensively as resources,
(j) providing more time for field experience,
(k) scheduling campus activities so as to avoid field experiences,
(l) providing project directors with increased time for their projects,
(m) emphasizing change-agent role,
(n) obtaining DVTE funding in time to complete all preparatory activities before starting the project,
(o) obtaining specific commitments from school boards and other cooperating groups, and
(p) providing more complete pre-project descriptions to enable better participant selection and pre-project preparation.

Report of the Questionnaire Responses. Three hundred forty-six participants, or 60% of the sample, returned questionnaires. Forty-five, or 13% of the three hundred forty-six persons who returned questionnaires, indicated that they had not attended an activity of any of the fifteen projects of the study. They returned the questionnaire, as requested, without further completing it. Thus, three hundred one, or 87% of those who returned questionnaires, indicated that they had participated in a project of the study and they returned completed questionnaires. This last group will hereinafter be referred to as the respondents to the questionnaire.

The questionnaire results are presented as a composite of responses and also individually for thirteen of the fifteen projects of the study. The Environmental Occupations Project at Chicago State University and the Environmental Maintenance Project at Southern Illinois University had combined total of nine participants and therefore provided an insufficient number of questionnaire respondents to warrant tabular presentations.

An examination of TABLE I on page 4 will furnish an overview of the distribution of questionnaire respondents in terms of numbers from each

project and the percent which each number is of the total respondents. It should be noted that respondents from the "Principals Workshop" provided 40% of all completed questionnaires while the two environmental projects were represented by less than 2% of the respondents. These percentages are close to their projects' proportion of the total participants in the fifteen projects of the study.

Approximately 55% of the respondents reported their primary professional responsibilities to be mostly in areas other than vocational-career education (See TABLE VII). This figure is due largely to the fact that 40% of all respondents participated in the one-day workshops for elementary school principals, a project attended by very few persons whose work was primarily in the area of vocational-career education. This situation is indicated again by the fact that the largest percentage (35%) of respondents reported their primary professional responsibilities to be at the level of the kindergarten through eighth grade. A study of the data appearing in TABLE VII will indicate the distribution of respondents by the level of their primary professional responsibilities.

When asked if their participation in a project of the study resulted in what they considered to be a significant and desirable change in their professional life, respondents generally said "yes." An examination of the data presented in TABLE VIII will indicate the aspects of professional life in which respondents reported their project participation to have resulted in significant changes. The greatest change was reported to have occurred in the realm of "understandings" (61.6%) while the least reported change (9.2%) was for change in "professional position." A study of the data in TABLE IX will indicate the reported changes attributed to participation in

TABLE VII

QUESTIONNAIRE RESPONDENTS DESCRIBED BY PRIMARY PROFESSIONAL RESPONSIBILITIES AND LEVELS OF EDUCATIONAL SERVICE

Professional Responsibilities			Levels of Service		
Primary professional responsibilities involve:	N	%	Professional responsibilities are mostly at:	N	%
- mostly vocational-career education	126	44.8	- Grades K-8	122	35.3
- other	155	55.2	- Grades 9-12	89	25.7
			- Jr. College	38	11.0
			- Sr. College	25	7.2
			- Other	81	23.4

TABLE VIII

COMPOSITE OF PARTICIPANTS' REPORTS CONCERNING THE PROJECTS' CONTRIBUTIONS TO THEIR PROFESSIONAL DEVELOPMENT

Question	Response	YES N	YES %
Did your participation in this project result in what you consider to be a significant desirable change in your:	- professional position	32	9.2
	- professional responsibilities	69	19.9
	- professional performance	126	36.4
	- understandings	213	61.6
	- appreciations	162	46.8

TABLE IX

REPORT FOR EACH PROJECT CONCERNING THAT PROJECT'S CONTRIBUTIONS TO ITS PARTICIPANTS' PROFESSIONAL DEVELOPMENT

Question	Positive Responses											
Did your participation in this project result in what you consider to be a significant desirable change in your:	N of Respondents	professional position?		professional responsibilities?		professional performance?		understanding?		appreciations?		
Projects & N of Respondents	N	N	%	N	%	N	%	N	%	N	%	
Occupational Ed.-Industry Exchange: EIU	10	0	0.0	2	20.0	8	80.0	9	90.0	6	60.0	
Voc. Educational Institute-Leadership Development: U. of I.	6	2	33.3	1	16.7	4	66.7	3	50.0	3	50.0	
More Effective Staff Utilization: Urban Leadership and Truth School: Chicago	10	2	20.0	3	30.0	5	50.0	5	50.0	4	40.0	
Data Processing Institute: WIU	10	2	20.0	3	30.0	7	70.0	9	90.0	3	30.0	
Principals' Workshop: WIU	129	4	3.1	19	14.7	17	13.2	77	59.7	61	47.3	
Internship Program	7	5	71.4	5	71.4	5	71.4	6	85.4	5	71.4	
Health Occupation Education: U. of I.	8	3	37.5	4	50.0	8	100.0	7	87.5	7	87.5	
Occupational Ed. Adm. Training: SIU	20	8	40.0	11	55.0	19	95.0	15	75.0	14	70.0	
Inservice Training of Teachers of Disadvantaged: Roosevelt University	50	1	2.0	7	14.0	19	38.0	38	76.0	31	62.0	

(continued)

TABLE IX (Continued)

Question	Positive Responses									
	N of Respondents	Professional position?		Professional responsibilities?		Professional performance?		understanding?		appreciations?	
Projects & N of Respondents	N	N	%	N	%	N	%	N	%	N	%
Voc. Tec. X349; Voc. Ed. Adm.: U. of I. Correspondence	42	1	2.4	4	9.5	17	40.5	24	57.1	13	31.0
Writing Measurable Objectives: D.V.T.E.	10	0	0.0	2	20.0	6	60.0	7	70.0	4	40.0
Adm. by Competency Training: ISU	9	3	33.3	5	55.6	7	77.8	5	55.6	5	55.6
Teacher Ed. in Voc. and Tech. Ed: U. of I.	5	0	0.0	0	0.0	1	20.0	5	100.0	2	40.0

specific projects. The duration of a project appears to be associated with the kind and degree of reported changes. Those projects involving practitioners for a school year, and which were designed to increase leadership and administrative competencies and skills, appear to have influenced changes in their participants' professional positions, performance, and responsibilities more than did the other projects. Those projects which sought mainly to increase instructional competencies and skills were the most successful in achieving changes in participants' understandings. From a consideration of the data presented in TABLES VIII and IX, it would

appear that most of the projects had a considerable positive influence on their participants and that these participants do in fact conduct their professional functions differently as a result of having participated in one of these projects.

When asked how adequately they considered the projects to have contributed to their professional functions, 88% of the respondents reported the projects to have made an adequate or better than adequate contribution to their professional functions (See TABLE X). In TABLE XI the reader will find a report of respondents' ratings of specific projects' contributions to their professional functions. From the data presented in these two TABLES, it would appear that most of the projects contributed significantly to the professional functions of their participants.

When asked the extent to which they considered the projects to have achieved their overall intentions, 83% of the respondents indicated that the projects achieved their objectives to a moderate or higher degree (See TABLE XII). In TABLE XIII the reader will find a report of respondents' ratings of the extent to which they considered specific projects to have achieved their objectives. From the data presented in these two TABLES, it would appear that most of the projects achieved their overall intentions.

Respondents were presented with a list of eight roles performed by vocational-career educators. They were asked to indicate positive changes in the way that they perform these roles which resulted from their participation in one of the projects of the study. Their responses appear in TABLE XIV. The greatest change resulting in participant role performance would appear to be for the roles of "leading" and "planning." The smallest change in role performance would appear to have occurred in the roles of

TABLE X

COMPOSITE OF PARTICIPANTS' REPORTS CONCERNING THE ADEQUACY OF THE PROJECTS' CONTRIBUTIONS TO THEIR PROFESSIONAL FUNCTIONS

N=282

Question	Response	N	%
How adequately do you consider the project to have contributed to your professional function?	- extremely adequately	49	17.4
	- more than adequately	84	29.8
	- adequately	115	40.8
	- less than adequately	11	3.9
	- extremely inadequately	1	0.4
	- the project was not related to my performance	22	7.8

TABLE XI

REPORT FOR EACH PROJECT CONCERNING THE ADEQUACY
OF THAT PROJECT'S CONTRIBUTIONS TO ITS PARTICIPANTS' PROFESSIONAL FUNCTIONS

N=282

Question	Positive Responses											
How adequately do you consider the project to have contributed to your professional function?	N of Respondents	extremely adequately		more than adequately		adequately		less than adequately		extremely inadequately		the project was not related to my
Projects & N of Respondents	N	N	%	N	%	N	%	N	%	N	%	N
Occupational Ed.-Industry Exchange: EIU	10	5	50.0	2	20.0	1	10.0	1	10.0	0	0.0	0
Voc. Educational Institute-Leadership Development: U. of I.	6	2	33.3	0	0.0	2	33.3	2	33.3	0	0.0	0
More Effective Staff Utilization: Urban Leadership and Truth School: Chicago	10	1	10.0	4	40.0	4	40.0	1	10.0	0	0.0	0
Data Processing Institute: WIU	10	2	20.0	3	30.0	4	40.0	1	10.0	0	0.0	0
Principals' Workshop: WIU	129	8	77.7	17	16.3	1	58.7	3	2.9	0	0.0	15
Internship Program	7	3	42.9	3	42.9	1	14.3	0	0.0	0	0.0	0
Health Occupation Education: U. of I.	8	2	28.6	4	57.1	1	14.3	0	0.0	0	0.0	0
Occupational Ed. Adm. Training: SIU	20	12	60.0	7	35.0	1	5.0	0	0.0	0	0.0	0
Inservice Training of Teachers of Disadvantaged: Roosevelt University	50	7	14.0	11	22.0	26	52.0	2	4.0	1	2.0	3

(continued)

TABLE XI (Continued)

Question	Positive Responses											
	N of Respondents	extremely adequately		more than adequately		adequately		less than adequately		extremely inadequately		the project was not related to my performance
Projects & N of Respondents	N	N	%	N	%	N	%	N	%	N	%	N %
Voc. Tec. X349; Voc. Ed. Adm.: U. of I. Correspondence	42	3	10.0	14	46.7	11	36.7	1	3.3	1	2.0	1 3.3
Writing Measurable Objectives: D.V.T.E.	10	2	22.2	7	77.8	0	0.0	0	0.0	0	0.0	0 0.0
Adm. by Competency Training: ISU	9	2	22.2	7	77.8	0	0.0	0	0.0	0	0.0	0 0.0
Teacher Ed. in Voc. and Tech. Ed: U. of I.	5	0	0.0	2	50.0	2	50.0	0	0.0	0	0.0	0 0.0

TABLE XII

COMPOSITE REPORT OF THE PARTICIPANTS' JUDGMENTS OF THE ACHIEVEMENT OF THE PROJECTS' OVERALL INTENTIONS

N=280

Question	Response	N	%
In terms of influence on your professional performance, to what extent do you consider the project to have achieved its overall intentions?	- completely	40	14.3
	- considerably	113	40.4
	- moderately	80	28.6
	- very limitedly	32	11.4
	- not at all	4	1.4
	- not sure	11	3.9

TABLE XIII

REPORT OF THE PARTICIPANTS' JUDGMENTS OF THE ACHIEVEMENT OF EACH PROJECT'S OVERALL INTENTIONS

N=280

Question	Positive Responses											
In terms of influence on your professional performance, to what extent do you consider this program to have achieved its overall intentions?	N of Respondents	completely		considerably		moderately		very limitedly		not at all		not sure	
Projects & N of Respondents	N	N	%	N	%	N	%	N	%	N	%	N	%
Occupational Ed.-Industry Exchange: EIU	10	3	33.3	4	44.4	1	11.1	0	0.0	1	11.1	0	0.0
Voc. Educational Institute-Leadership Development: U. of I.	6	1	20.0	2	40.0	1	20.0	1	20.0	0	0.0	0	0.0
More Effective Staff Utilization: Urban Leadership and Truth School: Chicago	10	2	20.0	2	20.0	5	50.0	1	10.0	0	0.0	0	0.0
Data Processing Institute: WIU	10	2	20.0	6	60.0	1	10.0	1	10.0	0	0.0	0	0.0
Principals' Workshop: WIU	129	4	3.8	32	30.8	40	38.5	17	16.3	1	1.0	10	9.6
Internship Program	7	1	16.7	4	66.7	1	16.7	0	0.0	0	0.0	0	0.0
Health Occupation Education: U. of I.	8	3	37.5	2	25.0	1	12.5	2	25.0	0	0.0	0	0.0
Occupational Ed. Adm. Training: SIU	20	8	40.0	11	55.0	1	5.0	0	0.0	0	0.0	0	0.0
Inservice Training of Teachers of Disadvantaged: Roosevelt University	50	5	10.0	21	42.0	16	32.0	5	10.0	2	4.0	1	2.0

(continued)

TABLE XIII (Continued)

Question	Positive Responses											
	N of Respondents	completely		considerably		moderately		very limitedly		not at all		not sure	
Projects & N of Respondents	N	N	%	N	%	N	%	N	%	N	%	N	%
Voc. Tec. X349; Voc. Ed. Adm.: U. of I. Correspondence	42	4	13.3	12	40.0	9	30.0	5	16.7	0	0.0	0	0.0
Writing Measurable Objectives: D.V.T.E.	10	4	44.4	4	44.4	1	11.1	0	0.0	0	0.0	0	0.0
Adm. by Competency Training: ISU	9	1	11.1	7	77.8	1	11.1	0	0.0	0	0.0	0	0.0
Teacher Ed. in Voc. and Tech. Ed: U. of I.	5	1	25.0	2	50.0	1	25.0	0	0.0	0	0.0	0	0.0

TABLE XIV

COMPOSITE OF PARTICIPANTS' REPORTS OF CHANGES IN THEIR PROFESSIONAL ROLE PERFORMANCE RESULTING FROM PROJECT ACTIVITIES

N=260

PROFESSIONAL ROLES AND ACTIVITIES	The impact of PROJECT activities on my performance has been: Considerable		Moderate		Minimal		Not Applicable	
	N	%	N	%	N	%	N	%
Role of Leading								
Initiating ideas	88	33.8	119	45.8	29	11.2	24	9.2
Convincing others	45	17.3	149	57.3	43	16.5	23	8.8
Organizing	68	26.0	115	43.9	48	18.3	31	11.8
Initiating action	66	25.2	127	48.5	44	16.9	25	9.5
Getting others to follow	42	16.5	133	52.2	52	20.4	28	11.0
Role of Planning								
Identifying needs, interests and problems	110	42.1	104	39.8	33	12.6	14	5.4
Establishing relevant and clear objectives	96	36.2	107	40.4	44	16.6	18	6.8
Developing appropriate materials and activities	79	30.0	110	41.8	54	20.5	20	7.6
Assessing and evaluating performance	63	24.4	106	41.1	65	25.2	24	9.3
Communicating and reporting progress	66	25.5	100	38.6	63	24.3	30	11.6
Role of Directing and Helping Learning Take Place								
Establishing and maintaining a climate for learning	86	33.1	107	41.2	38	14.6	29	11.2
Helping others	95	35.7	111	41.7	39	14.8	21	7.9
Using appropriate techniques	73	28.4	104	40.5	50	19.5	30	11.7
Using appropriate materials and resources	72	27.9	117	45.3	44	17.1	25	9.7
Using feedback	74	28.8	103	40.1	52	20.2	28	10.9
Coping with learning difficulties	45	17.5	96	37.4	77	30.0	39	15.2
Role of Counseling, Advising, Consulting and Guiding								
Establishing rapport	71	27.7	101	39.5	38	14.8	46	18.0
Assessing needs	79	30.5	105	40.5	39	15.1	36	13.9
Using specialized services and resources	66	25.9	101	39.6	54	21.2	34	13.3
Using appropriate advising and counseling techniques	37	14.6	104	40.9	56	22.0	57	22.4
Helping others develop healthy interpersonal relations	48	18.5	111	42.7	49	18.8	52	20.0
Role of Mediating and Interpreting								
Helping others identify and interpret important values	58	22.6	111	43.2	55	21.4	33	12.8
Helping others discover a variety of aspects in their culture	43	16.8	97	37.9	68	26.6	48	18.8
Helping others cope with issues and problems	58	22.8	110	43.3	50	19.7	36	14.2

50 (continued)

TABLE XIV (Continued)

PROFESSIONAL ROLES AND ACTIVITIES	The impact of PROJECT activities on my performance has been: Considerable	Moderate	Minimal	Not Applicable
Role of Mediating and Interpreting (Con't.)				
Helping others develop skills	59 23.4	98 38.9	55 21.8	40 15.9
Encouraging and facilitating others' involvement in school and community life	58 22.7	97 37.6	60 23.5	41 16.1
Helping others find meaning	37 16.3	90 39.7	58 25.6	42 18.5
Role of Linking the School and Community				
Developing an awareness of community values, needs, goals, problems and resources	81 31.6	92 35.9	51 19.9	32 12.5
Cooperatively developing educational experiences in response to community values, needs, goals, problems and resources	69 27.1	108 42.4	48 18.8	30 11.8
Enriching school experiences by the use of community resources	72 27.8	102 39.4	49 18.9	36 13.9
Interpreting the school's efforts to the community	59 23.1	104 40.8	54 21.2	38 14.9
Facilitating school-community communication	66 26.0	97 38.2	50 19.7	41 16.1
Role of Functioning as a Member of the Education Profession				
Accepting responsibility for professional judgments and actions	107 41.3	88 34.0	38 14.7	26 10.0
Advocating and practicing professional autonomy	67 27.0	99 39.9	49 19.8	33 13.3
Following a code of professional ethics	82 32.3	93 36.6	48 18.9	31 12.2
Striving to improve my professional competencies and skills	125 47.5	92 35.0	27 10.3	19 7.2
Participating in and contributing to professional groups	97 38.2	84 33.1	47 18.5	26 10.2
Getting things done	88 35.8	100 40.7	33 13.4	25 10.2
Role of Functioning as a Member of the Community Served by the School				
Participating actively in community affairs	50 19.5	91 35.4	64 24.9	52 20.2
Working effectively with other members of the community	56 21.9	108 42.4	48 18.8	44 17.2
Providing leadership within the community	50 18.8	87 34.5	61 24.2	54 21.4
Gaining recognition within the community	51 20.4	80 32.0	62 24.8	57 22.8

"functioning as a member of the community served by the school" and "mediating and interpreting." An examination of the data presented in TABLES XV through XXVII (See Appendix D) will permit an analysis of each specific project's impact on their participants' performance of professional roles. From the data appearing in these TABLES, it would appear that most of the projects of the study brought about positive changes in the professional role performances of their participants.

III. CONCLUSIONS

The conclusions of the study are based on the data found in responses to interviews and a questionnaire. Thus, they are presented within the context of descriptions and are derived from reports, rather than experimental results.

The data obtained from the one hundred eighteen interviews provide very similar results to those obtained from the three hundred one completed questionnaires. This fact indicates that the instruments were valid, and gives added support to the conclusions which follow.

Conclusions as Responses to the Basic Questions of the Follow-Up Study.

Question #1. *What differences resulting from their EPDA project experiences do the participants in the fifteen projects of the study report concerning the performance of their professional positions, roles, tasks and activities?*

Response. As a result of participation in the projects of the study, important positive changes occurred in the participants' performance of their professional positions, roles, tasks and activities (for a detailed account, see TABLE III and TABLE XIV and the accompanying discussions).

Question #2. *To what extent do the participants report the intended outcomes of the projects to have been achieved?*

Response. The intended outcomes of the projects were achieved to a high or extremely high degree (for a detailed account, see TABLE VI and TABLE XII and the accompanying discussion).

Question #3. *What do the participants report concerning the adequacy with which they feel they perform their professional positions, roles, tasks and activities?*

Response. The participants in the projects of the study perform their professional positions, roles, tasks and activities more than or extremely adequately (for a detailed account, see TABLE IV and the accompanying discussion).

Question #4. *What do the participants report concerning the adequacy with which they feel the projects prepared them to perform their professional positions, roles, tasks, and activities?*

Response. The projects of the study prepared their participants more than or extremely adequately to perform professional roles, and the tasks and activities associated with these roles (for a detailed account, see TABLE V and TABLE X and the accompanying discussion).

Question #5. *What significant unintended project outcomes do the participants report?*

Response. As a result of the operation of the projects of the study, several significant unintended outcomes occurred. Among these were changes in the policies, programs and practices of several host institutions. Project directors and staff members increased their awareness and skills relevant to serving the needs of vocational-career education in Illinois. Participants gained in their self-confidence, pride and motivation concerning vocational-career education and continued graduate study. Close friendships and working relationships emerged.

Question #6. *What modifications do the participants suggest for programs designed to prepare professionals to perform the positions, roles, tasks, and activities of vocational-career education professionals?*

Response. Participants generally were pleased with the nature, intentions and operations of the projects of the study. However, some important modifications were suggested. These included: (1) earlier funding of the projects by DVTE; (2) refinement of project objectives, procedures and materials; (3) improvement of participant selection criteria and procedures; (4) minimizing university and DVTE requirements and red tape; (5) increasing the use of field-based and intern experiences; (6) reconsidering the time and duration of the projects; (7) integrating project evaluation with project operations; and (8) providing project directors with more time for their project responsibilities.

Question #7. *How do the project directors respond to the aforementioned six questions?*

Response. The directors of the projects provided responses to the above six questions that are very similar to the responses of their project participants.

General Conclusions of the Follow-Up Study. As a result of their involvement in the projects of the study, the participants grew and developed in the professional attitudes, competencies and skills needed to improve vocational-career education offerings. These participants performed their professional positions, roles, tasks and activities differently and more effectively as a result of their involvement in the projects of the study.

IV. RECOMMENDATIONS

The recommendations of the study evolve from and are based on its findings and conclusions. They are presented, first, in terms of actions which the DVTE might take to facilitate continued professional growth and development among vocational-career educators and, second, as actions which might be taken by persons responsible for the operation of projects similar to those involved in the study reported here.

It is recommended that the DVTE:

1. continue to encourage, support and fund projects similar to the ones in this study;
2. conduct a needs assessment, and in other ways, obtain input from the field, to determine needs and interests as a basis for offering future professional development projects;
3. require that projects provide an emphasis on vocational-career education;
4. increase project monitoring to assure accountability;
5. assist projects in forming target populations and in identifying and selecting participants;
6. give projects sufficient lead time (the period between contract approval and project operations) to permit careful and complete project development, participant selection, and staff preparation;
7. require that the project's director and staff devote a sufficient

proportion of their load to the project in order to ensure their maximum contribution to the project's success.

It is recommended that those persons operating projects:

1. work with the DVTE and, where appropriate, with other agencies, organizations and institutions of higher education, in announcing the project and in selecting its participants;
2. provide increased emphasis on learning skills and competencies needed by vocational-career educators as they perform community-related roles;
3. develop and implement strategies and materials for increased dissemination of the projects' procedures and outcomes;
4. plan for and provide follow-up services and materials to assist participants when they have resumed full-time field responsibilities;
5. increase placement efforts for participants;
6. develop and use formative evaluation procedures as feedback and guide for modifying project operations;
7. review carefully the report presented here with special consideration for the suggestions made by participants for project modification.

APPENDIX

NORTHERN ILLINOIS UNIVERSITY

An Equal Opportunity Employer

DEKALB, ILLINOIS 60115

Coordinator of Research and Services

COLLEGE OF EDUCATION

Area Code 815

Telephone 753-0442

February 20, 1975

Dear Educator:

Few of us can remember the frequently heard refrain of the great depression "Buddy, can you spare a dime?" However, most of us can recall vividly the many and recent requests for our time to complete a questionnaire. You can make an educational "contribution" today by being so kind as to spare ten minutes to respond to the questions on the attached sheet.

I have been asked by the State of Illinois Division of Vocational and Technical Education (D.V.T.E.) to conduct a follow-up study of participants in their programs supported by Education Professions Development Act funds. Our records indicate that you participated in one or more of these programs. Your input in the form of a response to this questionnaire will be helpful.

These programs varied in emphasis, and ranged in duration from one day to more than one year. The D.V.T.E. would like to know if participants perform their professional tasks differently as a result of their involvement in one or more of the programs.

Even though it may have been some time since you took part in one of these programs and even if you were interviewed recently concerning one of them, your "best" recall and candid response to this questionnaire is needed. Since there is no effort to identify respondents by name, your confidentiality is assured. Simply return the completed questionnaire to me in the enclosed stamped envelope. I would like to have it within a week or so.

Thank you for giving your "ten minutes" and your valuable assistance to those who make decisions about professional staff development programs.

Sincerely,

Joseph R. Ellis

Joseph R. Ellis
Project Director and
Professor of Education

JRE/cc

Enclosures

THE QUESTIONNAIRE BEGINS ON THE BACK OF THIS PAGE.

A FOLLOW-UP STUDY OF PARTICIPANTS IN
CERTAIN PROGRAMS AND ACTIVITIES SPONSORED BY
THE STATE OF ILLINOIS DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
February, 1975

rections. Please provide the information requested by placing a check or words in the ice for each item. You may need to check more than one alternative for some items. Mail the completed questionnaire in the enclosed stamped envelope.

Section I. Reference Data.

1. I (did ___) (did not ___) participate in one of the training programs or activities listed below.
   --If you checked DID NOT, STOP: do not respond to any other items and please return the questionnaire now.
   --If you checked DID, proceed and respond to all items.

2. Our records indicate that you attended the D.V.T.E.-sponsored training program or activity checked below. If we have checked the wrong program, please make the correction.

   ___ Occupational Ed.-Industry Exchange (E.I.U. - Joley-Sexton, 1973)
   ___ Voc. Educational Institute-Leadership Development (U. of I. - Rogge, 1969-70)
   ___ More Effective Staff Utilization (Chicago: Urban Leadership - Allan, 1970; or Truth School - Jan Fiak, 1971)
   ___ Data Processing Institute (W.I.U. - Wall, 1969-70)
   ___ Principals' Workshop (Conley, 1974)
   ___ Internship Program (U. of I., W.I.U., E.I.U., S.I.U., N.I.U., et al, 1971-72)
   ___ Health Occupation Education (U. of I. - Vittetoe, 1974)
   ___ Occupational Ed. Adm. Training (S.I.U. - Ramp, 1973)
   ___ Environmental Occupation (Chicago State - Solon, 1973)
   ___ Environmental Maintenance (S.I.U. - Stitt, 1973)
   ___ Inservice Training of Teachers of Disadvantaged 1974 (Roosevelt Univ. - Butler, 1973)
   ___ Voc. Tec. X349; Voc. Ed. Adm. (U. of I. Correspondence - Lockwood, 1972)
   ___ Writing Measurable Objectives (D.V.T.E. - Davis and Borgen, 1972)
   ___ Adm. by Competency Training (I.S.U. - Edwards, 1973)
   ___ Teacher Ed. in Voc. and Tech. Ed. (U. of I. - Evans, 1971)
   ___

3. My role in the above program which I attended was:
   ___ learner-participant
   ___ director-helper
   ___ consultant
   ___ other (please specify) _____

4. My position is _____
   Title: _____
   Employer: _____
   Location: _____

5. My primary professional responsibilities involve mostly vocational-career education.
   ___ Yes ___ No (If no, please specify)
   _____

6. My professional responsibilities are at: (You may wish to check more than one.)
   ___ Grades K-8 ___ Grades 9-12
   ___ Jr. College ___ Sr. College
   ___ Other (please specify) _____

7. Did your participation in this program result in what you consider to be a significant desirable change in:
   ___ your professional position?
   ___ your professional responsibilities?
   ___ your professional performance?
   ___ your understanding?
   ___ your appreciation?

8. How adequately do you consider this program to have contributed to the performance of your professional functions?
   ___ extremely adequately
   ___ more than adequately
   ___ adequately
   ___ less than adequately
   ___ extremely inadequately
   ___ (the program was not related to my performance)

9. In terms of influence on your professional performance, to what extent do you consider this program to have achieved its overall intentions?
___ completely
___ considerably
___ moderately
___ very limitedly
___ not at all
___ not sure

10. Were there unintended outcomes of this program which influenced you significantly?
___ No
___ Yes --- was this a desirable influence?
___ No
___ Yes (please explain)

11. Below are eight interrelated roles that vocational-career educators perform to varying degrees. Would you please indicate any positive changes in the way that you perform in these roles which resulted from your participation in the aforementioned D.V.T.E.-sponsored program? (Please place a check in the appropriate column after each role and activity.)

ROLES AND ACTIVITIES	The impact on my performance has been: Considerable	Moderate	Minimal	Not Applicable
Role of Leading →				
- Initiating ideas				
- Convincing others				
- Organizing				
- Initiating action				
- Getting others to follow				
Role of Planning →				
- Identifying needs, interests and problems				
- Establishing relevant and clear objectives				
- Developing appropriate materials and activities				
- Assessing and evaluating performance				
- Communicating and reporting progress				
Role of Directing and Helping Learning Take Place →				
- Establishing and maintaining a climate for learning				
- Helping others				
- Using appropriate techniques				
- Using appropriate materials and resources				
- Using feedback				
- Coping with learning difficulties				
Role of Counseling, Advising, Consulting and Guiding →				
- Establishing rapport				
- Assessing needs				
- Using specialized services and resources				
- Using appropriate advising and counseling techniques				
- Helping others develop healthy interpersonal relations				

11. (continued)

ROLES AND ACTIVITIES	Considerable	Moderate	Minimal	Not Applicable
Role of Mediating and Interpreting →				
- Helping others identify and interpret important values				
- Helping others discover a variety of aspects in their culture				
- Helping others cope with issues and problems				
- Helping others develop skills				
- Encouraging and facilitating others' involvement in school and community life				
- Helping others find meaning				
Role of Linking the School and Community →				
- Developing an awareness of community values, needs goals, problems and resources				
- Cooperatively developing educational experiences in response to community values, needs, goals, problems and resources				
- Enriching school experiences by the use of community resources				
- Interpreting the school's efforts to the community				
- Facilitating school-community communications				
Role of Functioning as a Member of the Education Profession →				
- Accepting responsibility for professional judgments and actions				
- Advocating and practicing professional autonomy				
- Following a code of professional ethics				
- Striving to improve my professional competencies and skills				
- Participating in and contributing to professional groups				
- Getting things done				
Role of Functioning as a Member of the Community Served by the School →				
- Participating actively in community affairs				
- Working effectively with other members of the community				
- Providing leadership within the community				
- Gaining recognition within the community				

THANK YOU FOR YOUR COOPERATION. PLEASE RETURN THE COMPLETED QUESTIONNAIRE IN THE ENCLOSED STAMPED ENVELOPE TO:

Dr. Joseph R. Ellis
College of Education
Northern Illinois University
DeKalb, Illinois 60115

APPENDIX A (Continued)

Postal Card Used as Follow-up

February, 1975

Dear Educator:

Just a note of thanks for completing and returning the Follow-Up Study questionnaire which I sent to you. We appreciate your efforts very much.

If, for some reason, you have not yet completed and returned this questionnaire, we hope that you will do so at your earliest convenience.

Sincerely,

Dr. Joseph R. Ellis,
Project Director

Illinois D.V.T.E. Follow-Up Study
College of Education, Northern Illinois University
DeKalb, Illinois 60115

APPENDIX B

A FOLLOW-UP STUDY OF GRADUATES OF ILLINOIS EPDA-DVTE PROJECTS
(1969-1973)

A COOPERATIVE STUDY BY DVTE-NIU: 1974-1975

Interview Guide: Project Participant Form

I. Reference Data:

A. Interviewer: _____ Place _____ Date _____

B. Interviewee: _____

C. Interviewee position and location: _____

Has your position changed as a result of participating in this project?

_____

D. Interviewee participated in which DVTE-EPDA Project(s)? (See list of Projects.?

_____

_____

E. In terms of descriptions and values, what is the interviewee's perception of the Project?

II. Follow-up Data:

A. Have there been any significant decisions and/or changes in you life (personal - professional) as a result of your having been a participant in this project?
Yes ___ No ___ Would you care to comment?

B. Do you perform your professional position, roles, tasks and activities differently as a result of your participating in this Project?

Yes ___ No ___ Explain.

APPENDIX B (Continued)

-2-

C. Professional persons implement many roles. We have identified here what appear to be the main roles of a vocational-career educator. Specifically did the Project experience influence your performance in the role of:

Leader . . . . . Yes ___ No ___ If yes, explain.

Planner. . . . . Yes ___ No ___ If yes, explain.

Director and helper of learning. . . . . Yes ___ No ___ If yes, explain.

Counselor, advisor, guide, consultant. . . Yes ___ No ___ If yes, explain.

Mediator and interpreter . . . . . Yes ___ No ___ If yes, explain.

A link with the community. . . . . Yes ___ No ___ If yes, explain.

Member of the education profession . . . . Yes ___ No ___ If yes, explain.

Member of the community. . . . . Yes ___ No ___ If yes, explain.

D. In general, how adequately do you feel that you perform these roles and the tasks and activities associated with them?

_____ 1. extremely adequately COMMENTS.
_____ 2. more than adequately
_____ 3. adequately
_____ 4. less than adequately
_____ 5. extremely inadequately

E. In general how adequately do you feel the EPDA Project prepared you to perform these professional roles and the tasks and activities associated with them?

_____ 1. extremely adequately COMMENTS.
_____ 2. more than adequately
_____ 3. adequately
_____ 4. less than adequately
_____ 5. extremely inadequately

F. To what degree do you consider the intended outcomes of thes EPDA Project to have been achieved? (See Project abstract for intentions.)

_____ 1. extremely high COMMENTS.
_____ 2. high
_____ 3. moderate
_____ 4. low
_____ 5. extremely low

APPENDIX B (Continued)

-3-

G. Do you consider the Project to have achieved the objectives which you had for it?

Yes _____ No _____ Explain.

H. What significant unintended outcomes do you consider to have been a result of this Project?

I. From your point of view, what impact did the Project have on its director, staff and/or the institution that provided it?

J. Looking back on your participation in this Project, what do you consider the Project's major facilitating and constraining factors to have been? Please explain.

Facilitators?

Constraints?

K. What modifications do you suggest for programs or experiences of the type that you participated in for the preparation of professionals to perform the positions, roles, tasks, and activities (needs) of vocational/career education professionals?

L. If you were making a summary of this interview, what significant points would you be sure to include?
(Use the back of this sheet if necessary.)

APPENDIX C

A FOLLOW-UP STUDY OF GRADUATES OF ILLINOIS EPDA-DVTE PROJECTS
(1969-1973)

DVTE-NIU: 1974-1975
Interview Guide: Project Personnel Form

I. Reference Data:

A. Interviewer: _____ Place _____ Date _____

B. Project Title: _____

_____

C. Interviewee: Position _____

Relation to project _____

Describe involvement with project _____

_____

D. What is the interviewee's perception of the Project?

E. Briefly describe the participants:

Number _____

Backgrounds _____

Asperations _____

_____

II. Follow-up Data:

A. Do you consider the Project to have achieved its objectives?

Evidence?

B. What differences resulting from their EPDA Project experiences do these participants report concerning the professional positions, roles, tasks, and activities which they perform?

APPENDIX C (Continued)

-2-

B(2) Specifically in the role of:

Leader. . .

Planner. . .

Director and helper of learning. . .

Counselor, advisor, guide, consultant. . .

Mediator and interpreter. . .

A link with the community. . .

Member of the educating profession. . .

Member of the educational community. . .

C. To what extent do these participants report the intended outcomes of those EPDA Projects to have been achieved?

D. How adequately do these participants report that they feel they perform their positions, roles, tasks, and activities?

E. How adequately do these participants report that they feel the EPDA Projects prepared them to perform their professional positions, roles, tasks, and activities?

F. What significant unintended EPDA Project outcomes do these participants report?

G. What modifications do these participants suggest for programs designed to prepare professionals to perform the positions, roles, tasks, and activities (needs) of vocational/career education professionals?

H. What impact did the project have on its director, staff and/or the institution that provided it?

TABLE XV

OCCUPATIONAL EDUCATION-INDUSTRY EXCHANGE PROJECT: EASTERN ILL. UNIVERSITY-
REPORT OF CHANGES IN PRARTICIPANTS' PROFESSIONAL
ROLE PERFORMANCE RESULTING FROM PROJECT ACTIVITIES

N=10

PROFESSIONAL ROLES AND ACTIVITIES	The impact of PROJECT activities on my performance has been:							
	Considerable		Moderate		Minimal		Not Applicable	
	N	%	N	%	N	%	N	%
Role of Leading								
Initiating ideas	7	70.0	2	20.0	0	0.0	1	10.0
Convincing others	6	60.0	3	30.0	0	0.0	1	10.0
Organizing	2	20.0	4	40.0	2	20.0	2	20.0
Initiating action	4	40.0	3	30.0	2	20.0	1	10.0
Getting others to follow	3	30.0	5	50.0	1	10.0	1	10.0
Role of Planning								
Identifying needs, interests and problems	8	80.0	1	10.0	0	0.0	1	10.0
Establishing relevant and clear objectives	5	50.0	4	40.0	0	0.0	1	10.0
Developing appropriate materials and activities	4	40.0	4	40.0	1	10.0	1	10.0
Assessing and evaluating performance	1	10.0	7	70.0	0	0.0	2	20.0
Communicating and reporting progress	1	10.0	5	50.0	1	10.0	3	30.0
Role of Directing and Helping Learning Take Place								
Establishing and maintaining a climate for learning	5	50.0	2	20.0	1	10.0	2	20.0
Helping others	4	40.0	4	40.0	0	0.0	2	20.0
Using appropriate techniques	5	50.0	3	30.0	0	0.0	2	20.0
Using appropriate materials and resources	5	50.0	2	20.0	1	10.0	2	20.0
Using feedback	4	40.0	3	30.0	0	0.0	3	30.0
Coping with learning difficulties	3	30.0	2	20.0	1	10.0	4	40.0
Role of Counseling, Advising, Consulting and Guiding								
Establishing rapport	4	40.0	3	30.0	0	0.0	3	30.0
Assessing needs	4	40.0	3	30.0	0	0.0	3	30.0
Using specialized services and resources	2	20.0	4	40.0	1	10.0	3	30.0
Using appropriate advising and counseling techniques	3	30.0	4	40.0	1	10.0	2	20.0
Helping others develop healthy interpersonal relations	3	30.0	2	20.0	2	20.0	3	30.0
Role of Mediating and Interpreting								
Helping others identify and interpret important values	3	30.0	3	30.0	1	10.0	3	30.0
Helping others discover a variety of aspects in their culture	3	30.0	2	20.0	2	20.0	3	30.0

(continued)

APPENDIX D (Continued)

TABLE XV (Continued)

PROFESSIONAL ROLES AND ACTIVITIES	The impact of PROJECT activities on my performance has been: Considerable		Moderate		Minimal		Not Applicable	
	N	%	N	%	N	%	N	%
Helping others cope with issues and problems	3	30.0	2	20.0	2	20.0	3	30.0
Helping others develop skills	5	50.0	3	30.0	0	0.0	2	20.0
Encouraging and facilitating others' involvement in school and community life	2	20.0	4	40.0	1	10.0	3	30.0
Helping others find meaning	2	20.0	3	33.3	1	11.1	3	33.3
Role of Linking the School and Community								
Developing an awareness of community values, needs, goals, problems and resources	6	60.0	1	10.0	3	30.0	0	0.0
Cooperatively developing educational experiences in response to community values, needs, goals, problems and resources	7	70.0	2	20.0	1	10.0	0	0.0
Enriching school experiences by the use of community resources	6	60.0	3	30.0	1	10.0	0	0.0
Interpreting the school's efforts to the community	4	40.0	4	40.0	2	20.0	0	0.0
Facilitating school-community communication	5	50.0	4	40.0	1	10.0	0	0.0
Role of Functioning as a Member of the Education Profession								
Accepting responsibility for professional judgments and actions	3	30.0	4	40.0	0	0.0	3	30.0
Advocating and practicing professional autonomy	2	20.0	4	40.0	0	0.0	3	30.0
Following a code of professional ethics	3	30.0	3	30.0	1	10.0	3	30.0
Striving to improve my professional competencies and skills	6	60.0	2	20.0	0	0.0	2	20.0
Participating in and contributing to professional groups	4	40.0	2	20.0	2	20.0	2	20.0
Getting things done	4	40.0	3	30.0	1	10.0	2	20.0
Role of Functioning as a Member of the Community Served by the School								
Participating actively in community affairs	4	40.0	3	30.0	0	0.0	3	30.0
Working effectively with other members of the community	5	50.0	2	20.0	1	10.0	2	20.0
Providing leadership within the community	4	40.0	2	20.0	1	10.0	3	30.0
Gaining recognition within the community	5	50.0	1	10.0	2	20.0	2	20.0

APPENDIX D (Continued)

TABLE XVI

Vocational Education Institute-Leadership Development Project: U. of I.-
Report of Changes in Participants'
Professional Role Performance Resulting From Project Activities

N=6

PROFESSIONAL ROLES AND ACTIVITIES	The impact of PROJECT activities on my performance has been: Considerable		Moderate		Minimal		Not Applicable	
	N	%	N	%	N	%	N	%
Role of Leading								
Initiating ideas	3	50.0	2	33.2	0	0.0	1	16.7
Convincing others	1	16.7	4	66.7	0	0.0	1	16.7
Organizing	1	16.7	4	66.7	0	0.0	1	16.7
Initiating action	2	33.3	4	66.7	0	0.0	0	0.0
Getting others to follow	2	33.3	3	50.0	0	0.0	1	16.7
Role of Planning								
Identifying needs, interests and problems	4	66.7	1	16.7	1	16.7	0	0.0
Establishing relevant and clear objectives	3	50.0	1	16.7	2	33.3	0	0.0
Developing appropriate materials and activities	1	16.7	2	33.3	2	33.3	1	16.7
Assessing and evaluating performance	1	16.7	2	33.3	2	33.3	1	16.7
Communicating and reporting progress	3	50.0	0	0.0	2	33.3	1	16.7
Role of Directing and Helping Learning Take Place								
Establishing and maintaining a climate for learning	2	33.3	2	33.3	1	16.7	1	16.7
Helping others	3	50.0	2	33.3	1	16.7	0	0.0
Using appropriate techniques	1	16.7	2	33.3	2	33.3	1	16.7
Using appropriate materials and resources	1	16.7	2	33.3	2	33.3	1	16.7
Using feedback	2	33.3	3	50.0	1	16.7	0	0.0
Coping with learning difficulties	2	33.3	2	33.3	1	16.7	1	16.7
Role of Counseling, Advising, Consulting and Guiding								
Establishing rapport	3	50.0	2	33.3	0	0.0	1	16.7
Assessing needs	4	66.7	2	33.3	0	0.0	0	0.0
Using specialized services and resources	2	33.3	3	50.0	1	16.7	0	0.0
Using appropriate advising and counseling techniques	1	16.7	3	50.0	2	33.3	0	0.0
Helping others develop healthy interpersonal relations	1	16.7	4	66.7	1	16.7	0	0.0
Role of Mediating and Interpreting								
Helping others identify and interpret important values	3	50.0	1	16.7	2	33.3	0	0.0
Helping others discover a variety of aspects in their culture	2	33.3	2	33.3	1	16.7	1	16.7

(continued)

APPENDIX D (Continued)

TABLE XVI (Continued)

PROFESSIONAL ROLES AND ACTIVITIES	The impact of PROJECT activities on my performance has been: Considerable		Moderate		Minimal		Not Applicable	
	N	%	N	%	N	%	N	%
Helping others cope with issues and problems	3	50.0	3	50.0	0	0.0	0	0.0
Helping others develop skills	2	33.3	3	50.0	0	0.0	1	16.7
Encouraging and facilitating others' involvement in school and community life	2	33.3	3	50.0	1	16.7	0	0.0
Helping others find meaning	1	20.0	2	40.0	2	40.0	0	0.0
Role of Linking the School and Community								
Developing an awareness of community values, needs, goals, problems and resources	1	16.7	4	66.7	0	0.0	1	16.7
Cooperatively developing educational experiences in response to community values, needs, goals, problems and resources	2	33.3	3	50.0	0	0.0	1	16.7
Enriching school experiences by the use of community resources	3	50.0	2	33.3	0	0.0	1	16.7
Interpreting the school's efforts to the community	3	50.0	2	33.3	0	0.0	1	16.7
Facilitating school-community communication	2	33.3	2	33.3	1	16.7	1	16.7
Role of Functioning as a Member of the Education Profession								
Accepting responsibility for professional judgments and actions	5	83.3	1	16.7	0	0.0	0	0.0
Advocating and practicing professional autonomy	1	16.7	4	66.7	1	16.7	0	0.0
Following a code of professional ethics	2	33.3	3	50.0	1	16.7	0	0.0
Striving to improve my professional competencies and skills	3	50.0	2	33.3	1	16.7	0	0.0
Participating in and contributing to professional groups	2	33.3	2	33.3	2	33.3	0	0.0
Getting things done	1	16.7	4	66.7	0	0.0	1	16.7
Role of Functioning as a Member of the Community Served by the School								
Participating actively in community affairs	1	16.7	3	50.0	2	33.3	0	0.0
Working effectively with other members of the community	2	33.3	3	50.0	0	0.0	1	16.7
Providing leadership within the community	1	16.7	3	50.0	1	16.7	1	16.7
Gaining recognition within the community	1	16.7	3	50.0	0	0.0	2	33.3

TABLE XVII

MORE EFFECTIVE STAFF UTILIZATION (TRUTH SCHOOL) PROJECT:
CHICAGO BOARD OF EDUCATION
REPORT OF CHANGES IN PARTICIPANTS'
PROFESSIONAL ROLE PERFORMANCE RESULTING FROM PROJECT ACTIVITIES

N=10

PROFESSIONAL ROLES AND ACTIVITIES	The impact of PROJECT activities on my performance has been: Considerable		Moderate		Minimal		Not Applicable	
	N	%	N	%	N	%	N	%
Role of Leading								
Initiating ideas	3	30.0	5	50.0	2	20.0	0	0.0
Convincing others	1	10.0	7	70.0	2	20.0	0	0.0
Organizing	2	20.0	6	60.0	2	20.0	0	0.0
Initiating action	4	40.0	4	40.0	1	10.0	1	10.0
Getting others to follow	0	0.0	6	60.0	2	20.0	2	20.0
Role of Planning								
Identifying needs, interests and problems	3	30.0	6	60.0	0	0.0	1	10.0
Establishing relevant and clear objectives	5	50.0	3	30.0	1	10.0	1	10.0
Developing appropriate materials and activities	4	40.0	3	30.0	2	20.0	1	10.0
Assessing and evaluating performance	5	50.0	2	20.0	3	30.0	0	0.0
Communicating and reporting progress	4	40.0	4	40.0	1	10.0	1	10.0
Role of Directing and Helping Learning Take Place								
Establishing and maintaining a climate for learning	5	50.0	3	30.0	1	10.0	1	10.0
Helping others	5	50.0	3	30.0	2	20.0	0	0.0
Using appropriate techniques	2	20.0	6	60.0	1	10.0	1	10.0
Using appropriate materials and resources	2	20.0	5	50.0	2	20.0	1	10.0
Using feedback	4	40.0	4	40.0	1	10.0	1	10.0
Coping with learning difficulties	3	30.0	5	50.0	1	10.0	1	10.0
Role of Counseling, Advising, Consulting and Guiding								
Establishing rapport	3	30.0	4	40.0	0	0.0	3	30.0
Assessing needs	2	20.0	5	50.0	1	10.0	2	20.0
Using specialized services and resources	2	20.0	4	40.0	2	20.0	2	20.0
Using appropriate advising and counseling techniques	1	10.0	3	30.0	3	30.0	3	30.0
Helping others develop healthy interpersonal relations	1	10.0	6	60.0	1	10.0	2	20.0
Role of Mediating and Interpreting								
Helping others identify and interpret important values	2	22.2	4	44.4	0	0.0	3	33.3
Helping others discover a variety of aspects in their culture	2	20.0	2	20.0	2	20.0	4	40.0

(continued)

APPENDIX D (Continued)

TABLE XVII (Continued)

PROFESSIONAL ROLES AND ACTIVITIES	The impact of PROJECT activities on my performance has been: Considerable		Moderate		Minimal		Not Applicable	
	N	%	N	%	N	%	N	%
Helping others cope with issues and problems	3	30.0	4	40.0	0	0.0	3	30.0
Helping others develop skills	2	20.0	4	40.0	1	10.0	3	30.0
Encouraging and facilitating others' involvement in school and community life	2	20.0	4	40.0	0	0.0	4	40.0
Helping others find meaning	1	10.0	6	60.0	0	0.0	3	30.0
Role of Linking the School and Community								
Developing an awareness of community values, needs, goals, problems and resources	3	30.0	3	30.0	0	0.0	4	40.0
Cooperatively developing educational experiences in response to community values, needs, goals, problems and resources	4	40.0	3	30.0	0	0.0	3	30.0
Enriching school experiences by the use of community resources	2	20.0	4	40.0	0	0.0	4	40.0
Interpreting the school's efforts to the community	3	30.0	3	30.0	0	0.0	4	40.0
Facilitating school-community communication	2	20.0	4	40.0	0	0.0	4	40.0
Role of Functioning as a Member of the Education Profession								
Accepting responsibility for professional judgments and actions	6	60.0	3	30.0	0	0.0	1	10.0
Advocating and practicing professional autonomy	4	40.0	4	40.0	1	10.0	1	10.0
Following a code of professional ethics	5	50.0	4	40.0	1	10.0	0	0.0
Striving to improve my professional competencies and skills	7	70.0	2	20.0	0	0.0	1	10.0
Participating in and contributing to professional groups	6	60.0	2	20.0	1	10.0	1	10.0
Getting things done	7	70.0	2	20.0	0	0.0	1	10.0
Role of Functioning as a Member of the Community Served by the School								
Participating actively in community affairs	1	10.0	2	20.0	1	10.0	6	60.0
Working effectively with other members of the community	1	10.0	4	40.0	0	0.0	5	50.0
Providing leadership within the community	0	0.0	4	40.0	1	10.0	5	50.0
Gaining recognition within the community	0	0.0	4	40.0	0	0.0	6	60.0

TABLE XVIII

Data Processing Institute: Western Illinois University-
Report of Changes in Participants' Professional
Role Performance Resulting From Project Activities

N=10

PROFESSIONAL ROLES AND ACTIVITIES	The impact of PROJECT activities on my performance has been:							
	Considerable		Moderate		Minimal		Not Applicable	
	N	%	N	%	N	%	N	%
Role of Leading								
Initiating ideas	2	20.0	4	40.0	2	20.0	2	20.0
Convincing others	1	10.0	3	30.0	4	40.0	2	20.0
Organizing	1	10.0	5	50.0	2	20.0	2	20.0
Initiating action	0	0.0	4	40.0	4	40.0	2	20.0
Getting others to follow	0	0.0	4	40.0	4	40.0	2	20.0
Role of Planning								
Identifying needs, interests and problems	2	22.2	3	33.3	2	22.2	2	22.2
Establishing relevant and clear objectives	2	20.0	5	50.0	1	10.0	2	20.0
Developing appropriate materials and activities	4	40.0	3	30.0	1	10.0	2	20.0
Assessing and evaluating performance	2	20.0	5	50.0	1	10.0	2	20.0
Communicating and reporting progress	1	10.0	5	50.0	2	20.0	2	20.0
Role of Directing and Helping Learning Take Place								
Establishing and maintaining a climate for learning	3	30.0	3	30.0	1	10.0	3	30.0
Helping others	4	40.0	2	20.0	1	10.0	3	30.0
Using appropriate techniques	2	20.0	4	40.0	1	10.0	3	30.0
Using appropriate materials and resources	3	30.0	4	40.0	0	0.0	3	30.0
Using feedback	2	20.0	5	50.0	0	0.0	3	30.0
Coping with learning difficulties	1	10.0	3	30.0	3	30.0	3	30.0
Role of Counseling, Advising, Consulting and Guiding								
Establishing rapport	1	10.0	3	30.0	1	10.0	5	50.0
Assessing needs	0	0.0	6	60.0	1	10.0	3	30.0
Using specialized services and resources	0	0.0	5	50.0	2	20.0	3	30.0
Using appropriate advising and counseling techniques	0	0.0	2	20.0	3	30.0	5	50.0
Helping others develop healthy interpersonal relations	0	0.0	4	40.0	1	10.0	5	50.0
Role of Mediating and Interpreting								
Helping others identify and interpret important values	0	0.0	3	30.0	4	40.0	3	30.0
Helping others discover a variety of aspects in their culture	0	0.0	2	20.0	3	30.0	5	50.0

(continued)

APPENDIX D (Continued)

TABLE XVIII (Continued)

PROFESSIONAL ROLES AND ACTIVITIES	The impact of PROJECT activities on my performance has been: Considerable N	Considerable %	Moderate N	Moderate %	Minimal N	Minimal %	Not Applicable N	Not Applicable %
Helping others cope with issues and problems	1	10.0	2	20.0	3	30.0	4	40.0
Helping others develop skills	2	20.0	3	30.0	1	10.0	4	40.0
Encouraging and facilitating others' involvement in school and community life	0	0.0	3	30.0	3	30.0	4	40.0
Helping others find meaning	0	0.0	2	22.2	3	33.3	4	44.4
Role of Linking the School and Community								
Developing an awareness of community values, needs, goals, problems and resources	1	10.0	2	20.0	2	20.0	5	50.0
Cooperatively developing educational experiences in response to community values, needs, goals, problems and resources	0	0.0	6	60.0	1	10.0	3	30.0
Enriching school experiences by the use of community resources	0	0.0	4	40.0	3	30.0	3	30.0
Interpreting the school's efforts to the community	0	0.0	4	40.0	3	30.0	3	30.0
Facilitating school-community communication	0	0.0	4	40.0	1	10.0	5	50.0
Role of Functioning as a Member of the Education Profession								
Accepting responsibility for professional judgments and actions	2	20.0	4	40.0	2	20.0	2	20.0
Advocating and practicing professional autonomy	1	11.1	3	33.3	2	22.2	3	33.3
Following a code of professional ethics	2	20.0	3	30.0	2	20.0	3	30.0
Striving to improve my professional competencies and skills	3	30.0	3	30.0	2	20.0	2	20.0
Participating in and contributing to professional groups	3	30.0	3	30.0	3	30.0	1	10.0
Getting things done	3	30.0	2	20.0	3	30.0	2	20.0
Role of Functioning as a Member of the Community Served by the School								
Participating actively in community affairs	0	0.0	3	30.0	3	30.0	4	40.0
Working effectively with other members of the community	0	0.0	4	40.0	2	20.0	4	40.4
Providing leadership within the community	0	0.0	2	20.0	4	40.0	4	40.0
Gaining recognition within the community	0	0.0	3	30.0	3	30.0	4	40.0

TABLE XIX

A WORKSHOP ON CAREER EDUCATION ESPECIALLY FOR ELEMENTARY PRINCIPALS:
WESTERN ILLINOIS UNIVERSITY
REPORT OF CHANGES IN PARTICIPANTS' PROFESSIONAL
ROLE PERFORMANCE RESULTING FROM PROJECT ACTIVITIES

N=129

PROFESSIONAL ROLES AND ACTIVITIES	The impact of PROJECT activities on my performance has been: Considerable N	%	Moderate N	%	Minimal N	%	Not Applicable N	%
Role of Leading								
Initiating ideas	19	20.0	52	55.3	14	14.9	9	9.6
Convincing others	9	9.4	59	61.5	19	19.8	9	9.4
Organizing	12	12.8	48	51.1	23	24.5	11	11.7
Initiating action	19	20.0	45	47.4	19	20.0	12	12.6
Getting others to follow	10	10.9	48	52.2	21	22.8	13	14.1
Role of Planning								
Identifying needs, interests and problems	21	22.3	44	46.8	22	23.4	7	7.4
Establishing relevant and clear objectives	13	13.8	41	43.6	29	30.9	11	11.7
Developing appropriate materials and activities	10	10.5	45	47.4	28	29.5	12	12.6
Assessing and evaluating performance	9	9.9	31	34.1	37	40.7	14	15.4
Communicating and reporting progress	7	7.6	34	37.0	33	35.9	18	19.6
Role of Directing and Helping Learning Take Place								
Establishing and maintaining a climate for learning	11	12.2	53	58.9	15	16.7	11	12.2
Helping others	15	15.6	51	53.1	21	21.9	9	9.4
Using appropriate techniques	9	10.1	40	44.9	25	28.1	15	16.9
Using appropriate materials and resources	10	11.1	51	56.7	18	20.0	11	12.2
Using feedback	8	9.0	35	39.3	33	37.1	13	14.6
Coping with learning difficulties	4	4.5	34	38.6	32	36.4	18	20.5
Role of Counseling, Advising, Consulting and Guiding								
Establishing rapport	14	15.6	35	38.9	22	24.4	19	21.1
Assessing needs	17	18.5	40	43.5	19	20.7	16	17.4
Using specialized services and resources	13	14.8	35	39.8	24	27.3	16	18.2
Using appropriate advising and counseling techniques	8	9.1	33	37.5	25	28.4	22	25.0
Helping others develop healthy interpersonal relations	10	11.1	36	40.0	22	24.4	22	24.4
Role of Mediating and Interpreting								
Helping others identify and interpret important values	14	15.6	38	42.2	26	28.9	12	13.3
Helping others discover a variety of aspects in their culture	11	12.1	38	41.8	24	26.4	18	19.8

(continued)

APPENDIX D (Continued)

TABLE XIX (Continued)

PROFESSIONAL ROLES AND ACTIVITIES	The impact of PROJECT activities on my performance has been: Considerable		Moderate		Minimal		Not Applicable	
	N	%	N	%	N	%	N	%
Helping others cope with issues and problems	11	12.1	41	45.1	23	25.3	16	17.6
Helping others develop skills	7	7.9	37	41.6	27	30.3	18	20.2
Encouraging and facilitating others' involvement in school and community life	16	17.4	33	35.9	28	30.4	15	16.3
Helping others find meaning	9	11.4	30	38.0	26	32.9	14	17.7
Role of Linking the School and Community								
Developing an awareness of community values, needs, goals, problems and resources	17	18.9	39	43.3	24	26.7	10	11.1
Cooperatively developing educational experiences in response to community values, needs, goals, problems and resources	17	18.7	40	44.0	23	25.3	11	12.1
Enriching school experiences by the use of community resources	24	25.0	41	42.7	21	21.9	10	10.4
Interpreting the school's efforts to the community	14	15.4	41	45.1	26	28.6	10	11.0
Facilitating school-community communication	19	20.4	37	39.8	26	28.0	11	11.8
Role of Functioning as a Member of the Education Profession								
Accepting responsibility for professional judgments and actions	24	25.5	36	38.3	21	22.3	13	13.8
Advocating and practicing professional autonomy	17	18.9	32	35.6	26	28.9	15	16.7
Following a code of professional ethics	18	19.6	35	38.0	24	26.1	15	16.3
Striving to improve my professional competencies and skills	25	25.8	43	44.3	19	19.6	10	10.3
Participating in and contributing to professional groups	21	22.8	32	34.8	25	27.2	14	15.2
Getting things done	18	20.0	37	41.1	21	23.3	14	15.6
Role of Functioning as a Member of the Community Served by the School								
Participating actively in community affairs	15	16.5	41	45.1	23	25.3	12	13.2
Working effectively with other members of the community	14	15.4	46	50.5	20	22.0	11	12.1
Providing leadership within the community	14	15.7	38	42.7	24	27.0	13	14.6
Gaining recognition within the community	14	15.9	37	42.0	22	25.0	15	17.0

TABLE XX

INTERNSHIP FOR LEADERSHIP IN OCCUPATIONAL EDUCATION:
U. of I, W.I.U., E.I.U., D.V.T.E., S.I.U., N.I.U., CHICAGO STATE U.-
REPORT OF CHANGES IN PARTICIPANTS' PROFESSIONAL
ROLE PERFORMANCE RESULTING FROM PROJECT ACTIVITIES

N=6

PROFESSIONAL ROLES AND ACTIVITIES	The impact of PROJECT activities on my performance has been:							
	Considerable		Moderate		Minimal		Not Applicable	
	N	%	N	%	N	%	N	%
Role of Leading								
Initiating ideas	3	50.0	3	50.0	0	0.0	0	0.0
Convincing others	4	57.1	2	28.6	0	0.0	1	14.3
Organizing	2	33.3	2	33.3	1	16.8	1	16.7
Initiating action	3	50.0	2	33.3	0	0.0	1	16.7
Getting others to follow	1	16.7	3	50.0	1	16.7	1	16.7
Role of Planning								
Identifying needs, interests and problems	3	42.9	3	42.9	0	0.0	1	14.3
Establishing relevant and clear objectives	3	42.9	3	42.9	0	0.0	1	14.3
Developing appropriate materials and activities	2	28.6	3	42.9	1	14.3	1	14.3
Assessing and evaluating performance	3	42.9	2	28.6	1	14.3	1	14.3
Communicating and reporting progress	3	42.9	3	42.9	0	0.0	1	14.3
Role of Directing and Helping Learning Take Place								
Establishing and maintaining a climate for learning	0	0.0	1	14.3	2	28.6	4	57.1
Helping others	0	0.0	4	57.1	0	0.0	3	42.9
Using appropriate techniques	0	0.0	2	28.6	2	28.6	3	42.8
Using appropriate materials and resources	1	14.3	2	28.6	1	14.3	3	42.9
Using feedback	1	14.3	2	28.6	1	14.3	3	42.9
Coping with learning difficulties	0	0.0	1	14.3	2	20.6	4	57.1
Role of Counseling, Advising, Consulting and Guiding								
Establishing rapport	1	14.3	2	28.6	2	28.6	2	28.6
Assessing needs	3	42.9	1	14.3	1	14.3	2	28.6
Using specialized services and resources	2	38.6	3	42.9	1	14.3	1	14.3
Using appropriate advising and counseling techniques	0	0.0	2	28.6	0	0.0	5	71.4
Helping others develop healthy interpersonal relations	0	0.0	1	14.3	2	28.6	4	57.1
Role of Mediating and Interpreting								
Helping others identify and interpret important values	0	0.0	3	42.9	1	14.3	3	42.9
Helping others discover a variety of aspects in their culture	0	0.0	1	14.3	1	14.3	5	71.4

(continued)

APPENDIX D (Continued)

TABLE XX (Continued)

PROFESSIONAL ROLES AND ACTIVITIES	The impact of PROJECT activities on my performance has been: Considerable		Moderate		Minimal		Not Applicable	
	N	%	N	%	N	%	N	%
Helping others cope with issues and problems	0	0.0	2	2816	2	28.6	3	42.9
Helping others develop skills	0	0.0	1	14.3	4	57.1	2	28.6
Encouraging and facilitating others' involvement in school and community life	0	0.0	2	28.6	3	42.9	2	28.6
Helping others find meaning	0	0.0	1	14.3	2	28.6	4	57.1
Role of Linking the School and Community								
Developing an awareness of community values, needs, goals, problems and resources	2	2816	1	14.3	2	28.6	2	28.6
Cooperatively developing educational experiences in response to community values, needs, goals, problems and resources	1	14.3	4	57.1	1	14.3	1	14.3
Enriching school experiences by the use of community resources	1	14.3	3	42.9	1	14.3	2	28.6
Interpreting the school's efforts to the community	0	0.0	2	28.6	3	42.9	2	28.6
Facilitating school-community communication	0	0.0	1	14.3	4	57.1	2	28.6
Role of Functioning as a Member of the Education Profession								
Accepting responsibility for professional judgments and actions	3	42.9	2	28.6	0	0.0	2	28.6
Advocating and practicing professional autonomy	3	42.9	1	14.3	1	14.3	2	28.6
Following a code of professional ethics	1	14.3	2	28.6	2	28.6	2	28.6
Striving to improve my professional competencies and skills	4	57.1	2	28.6	0	0.0	1	14.3
Participating in and contributing to professional groups	2	28.6	2	28.6	1	14.3	2	28.6
Getting things done	2	28.6	3	42.8	0	0.0	2	28.6
Role of Functioning as a Member of the Community Served by the School								
Participating actively in community affairs	0	0.0	0	0.0	3	42.9	4	57.1
Working effectively with other members of the community	0	0.0	2	28.6	3	42.9	2	28.6
Providing leadership within the community	0	0.0	0	0.0	4	57.1	3	42.9
Gaining recognition within the community	0	0.0	0	0.0	3	42.9	4	57.1

TABLE XXI

HEALTH OCCUPATIONS EDUCATION TRAINING PROGRAM:
UNIVERSITY OF ILLINOIS
REPORT OF CHANGES IN PARTICIPANTS' PROFESSIONAL
ROLE PERFORMANCE RESULTING FROM PROJECT ACTIVITIES

N=8

PROFESSIONAL ROLES AND ACTIVITIES	The impact of PROJECT activities on my performance has been: Considerable		Moderate		Minimal		Not Applicable	
	N	%	N	%	N	%	N	%
Role of Leading								
Initiating ideas	2	25.0	2	25.0	1	12.5	3	37.5
Convincing others	1	12.5	5	62.5	1	12.5	1	12.5
Organizing	2	25.0	2	25.0	1	12.5	3	37.5
Initiating action	1	12.5	3	37.5	3	37.5	1	12.5
Getting others to follow	1	12.5	5	62.5	1	12.5	1	12.5
Role of Planning								
Identifying needs, interests and problems	4	66.7	1	16.7	1	16.7	0	0.0
Establishing relevant and clear objectives	6	65.0	1	12.5	1	12.5	0	0.0
Developing appropriate materials and activities	5	62.5	2	25.0	1	12.5	0	0.0
Assessing and evaluating performance	5	62.5	2	25.0	1	12.5	0	0.0
Communicating and reporting progress	5	62.5	0	0.0	3	37.5	0	0.0
Role of Directing and Helping Learning Take Place								
Establishing and maintaining a climate for learning	6	75.0	0	0.0	1	12.5	1	12.5
Helping others	4	50.0	2	25.0	1	12.5	1	12.5
Using appropriate techniques	6	75.0	1	12.5	0	0.0	1	12.5
Using appropriate materials and resources	5	62.5	2	25.0	0	0.0	1	12.5
Using feedback	6	75.0	1	12.5	0	0.0	1	12.5
Coping with learning difficulties	4	50.0	2	25.0	1	12.5	1	12.5
Role of Counseling, Advising, Consulting and Guiding								
Establishing rapport	3	37.5	3	37.5	0	0.0	2	25.0
Assessing needs	4	50.0	2	25.0	1	12.5	1	12.5
Using specialized services and resources	3	37.5	4	50.0	0	0.0	1	12.5
Using appropriate advising and counseling techniques	1	12.5	4	50.0	1	12.5	2	25.0
Helping others develop healthy interpersonal relations	3	37.5	1	12.5	0	0.0	4	50.0
Role of Mediating and Interpreting								
Helping others identify and interpret important values	2	25.0	4	50.0	0	0.0	2	25.0
Helping others discover a variety of aspects in their culture	3	37.5	3	37.5	1	12.5	1	12.5

(continued)

APPENDIX D (Continued)

TABLE XXI (Continued)

PROFESSIONAL ROLES AND ACTIVITIES	The impact of PROJECT activities on my performance has been: Considerable		Moderate		Minimal		Not Applicable	
	N	%	N	%	N	%	N	%
Helping others cope with issues and problems	1	12.5	2	25.0	4	50.0	1	12.5
Helping others develop skills	5	62.5	1	12.5	1	12.5	1	12.5
Encouraging and facilitating others' involvement in school and community life	5	62.5	2	25.0	0	0.0	1	12.5
Helping others find meaning	2	25.0	4	50.0	0	0.0	2	25.0
Role of Linking the School and Community								
Developing an awareness of community values, needs, goals, problems and resources	4	50.0	3	37.5	1	12.5	0	0.0
Cooperatively developing educational experiences in response to community values, needs, goals, problems and resources	2	28.6	4	57.1	1	14.3	0	0.0
Enriching school experiences by the use of community resources	3	37.5	4	50.0	0	0.0	1	12.5
Interpreting the school's efforts to the community	2	25.0	5	62.5	0	0.0	1	12.5
Facilitating school-community communication	3	37.5	4	50.0	0	0.0	1	12.5
Role of Functioning as a Member of the Education Profession								
Accepting responsibility for professional judgments and actions	2	25.0	3	37.5	2	25.0	1	12.5
Advocating and practicing professional autonomy	2	25.0	3	37.5	2	25.0	1	12.5
Following a code of professional ethics	3	42.9	3	42.9	1	14.3	0	0.0
Striving to improve my professional competencies and skills	5	62.5	2	25.0	1	12.5	0	0.0
Participating in and contributing to professional groups	4	50.0	3	37.5	1	12.5	0	0.0
Getting things done	3	37.5	3	37.5	2	25.0	0	0.0
Role of Functioning as a Member of the Community Served by the School								
Participating actively in community affairs	1	12.5	4	50.0	2	25.0	1	12.5
Working effectively with other members of the community	2	25.0	4	50.0	1	12.5	1	12.5
Providing leadership within the community	2	25.0	3	37.5	2	25.0	1	12.5
Gaining recognition within the community	1	14.3	3	42.9	1	14.3	2	28.6

TABLE XVII

OCCUPATIONAL EDUCATION ADMINISTRATION TRAINING PROJECT:
SOUTHERN ILLINOIS UNIVERSITY
REPORT OF CHANGES IN PARTICIPANTS' PROFESSIONAL
ROLE PERFORMANCE RESULTING FROM PROJECT ACTIVITIES

N=20

PROFESSIONAL ROLES AND ACTIVITIES	The impact of PROJECT activities on my performance has been: Considerable		Moderate		Minimal		Not Applicable	
	N	%	N	%	N	%	N	%
Role of Leading								
Initiating ideas	13	65.0	7	35.0	0	0.0	0	0.0
Convincing others	7	35.0	12	60.0	1	5.0	0	0.0
Organizing	13	65.0	6	30.0	1	5.0	0	0.0
Initiating action	10	50.0	9	45.0	1	5.0	0	0.0
Getting others to follow	9	45.0	11	55.0	0	0.0	0	0.0
Role of Planning								
Identifying needs, interests and problems	17	89.5	2	10.5	0	0.0	0	0.0
Establishing relevant and clear objectives	13	65.0	7	35.0	0	0.0	0	0.0
Developing appropriate materials and activities	10	50.0	10	50.0	0	0.0	0	0.0
Assessing and evaluating performance	11	55.0	7	35.0	2	10.0	0	0.0
Communicating and reporting progress	12	60.0	7	35.0	1	5.0	0	0.0
Role of Directing and Helping Learning Take Place								
Establishing and maintaining a climate for learning	13	65.0	5	25.0	2	10.0	0	0.0
Helping others	15	75.0	5	25.0	0	0.0	0	0.0
Using appropriate techniques	10	50.0	8	40.0	1	5.0	1	5.0
Using appropriate materials and resources	7	35.0	11	55.0	2	10.0	0	0.0
Using feedback	14	70.0	5	25.0	1	5.0	0	0.0
Coping with learning difficulties	5	25.0	9	45.0	5	25.0	1	5.0
Role of Counseling, Advising, Consulting and Guiding								
Establishing rapport	11	55.0	6	30.0	3	15.0	0	0.0
Assessing needs	13	65.0	7	35.0	0	0.0	0	0.0
Using specialized services and resources	14	70.0	4	20.0	1	5.0	1	5.0
Using appropriate advising and counseling techniques	9	45.0	8	40.0	3	15.0	0	0.0
Helping others develop healthy interpersonal relations	8	40.0	10	50.0	2	10.0	0	0.0
Role of Mediating and Interpreting								
Helping others identify and interpret important values	9	45.0	10	50.0	1	5.0	0	0.0
Helping others discover a variety of aspects in their culture	3	15.0	11	55.0	5	25.0	1	5.0

(continued)

APPENDIX D (Continued)

TABLE XXII (Continued)

PROFESSIONAL ROLES AND ACTIVITIES	The impact of PROJECT activities on my performance has been: Considerable		Moderate		Minimal		Not Applicable	
	N	%	N	%	N	%	N	%
Helping others cope with issues and problems	7	35.0	11	55.0	2	10.0	0	0.0
Helping others develop skills	7	35.0	10	50.0	2	10.0	1	5.0
Encouraging and facilitating others' involvement in school and community life	8	42.1	10	52.6	1	5.3	0	0.0
Helping others find meaning	4	22.2	9	50.0	5	27.8	0	0.0
Role of Linking the School and Community								
Developing an awareness of community values, needs, goals, problems and resources	15	75.0	4	20.0	1	5.0	0	0.0
Cooperatively developing educational experiences in response to community values, needs, goals, problems and resources	14	70.0	5	25.0	1	5.0	0	0.0
Enriching school experiences by the use of community resources	12	60.0	6	30.0	1	5.0	1	5.0
Interpreting the school's efforts to the community	13	65.0	5	25.0	1	5.0	1	5.0
Facilitating school-community communication	12	60.0	6	30.0	1	5.0	1	5.0
Role of Functioning as a Member of the Education Profession								
Accepting responsibility for professional judgments and actions	16	80.0	4	20.0	0	0.0	0	0.0
Advocating and practicing professional autonomy	10	50.0	10	50.0	0	0.0	0	0.0
Following a code of professional ethics	11	55.0	9	45.0	0	0.0	0	0.0
Striving to improve my professional competencies and skills	19	95.0	1	5.0	0	0.0	0	0.0
Participating in and contributing to professional groups	16	80.0	3	15.0	1	5.0	0	0.0
Getting things done	13	65.0	7	35.0	0	0.0	0	0.0
Role of Functioning as a Member of the Community Served by the School								
Participating actively in community affairs	10	50.0	8	40.0	1	5.0	1	5.0
Working effectively with other members of the community	11	55.0	7	35.0	1	5.0	1	5.0
Providing leadership within the community	9	45.0	8	40.0	2	10.0	1	5.0
Gaining recognition within the community	11	55.0	7	35.0	1	5.0	1	5.0

TABLE XXIII

INSERVICE TRAINING OF TEACHERS OF THE DISADVANTAGED: ROOSEVELT UNIVERSITY
REPORT OF CHANGES IN PARTICIPANTS' PROFESSIONAL
ROLE PERFORMANCE RESULTING FROM PROJECT ACTIVITIES

N=47

PROFESSIONAL ROLES AND ACTIVITIES	The impact of PROJECT activities on my performance has been: Considerable		Moderate		Minimal		Not Applicable	
	N	%	N	%	N	%	N	%
Role of Leading								
Initiating ideas	19	40.4	19	40.0	4	8.5	5	10.6
Convincing others	5	10.9	28	60.9	8	17.4	5	10.9
Organizing	12	25.5	22	46.8	7	14.9	6	12.8
Initiating action	12	25.0	25	52.1	6	12.5	5	10.4
Getting others to follow	7	15.9	21	47.7	10	22.7	6	13.6
Role of Planning								
Identifying needs, interests and problems	27	55.1	17	34.7	4	8.2	1	2.0
Establishing relevant and clear objectives	20	42.6	20	42.6	6	12.8	1	2.1
Developing appropriate materials and activities	22	46.8	17	36.2	7	14.9	1	2.1
Assessing and evaluating performance	14	30.4	23	50.0	7	15.2	2	4.3
Communicating and reporting progress	18	38.3	19	40.4	9	19.1	1	2.1
Role of Directing and Helping Learning Take Place								
Establishing and maintaining a climate for learning	27	56.3	12	25.0	6	12.5	3	6.3
Helping others	28	59.6	11	23.4	6	12.8	2	4.3
Using appropriate techniques	22	47.8	15	32.6	7	15.2	2	4.3
Using appropriate materials and resources	20	42.6	20	42.6	5	10.6	2	4.3
Using feedback	18	37.5	22	45.8	6	12.5	2	4.2
Coping with learning difficulties	16	33.3	15	31.3	14	29.2	3	6.3
Role of Counseling, Advising, Consulting and Guiding								
Establishing rapport	17	37.0	21	45.7	2	4.3	6	13.0
Assessing needs	21	43.8	17	35.4	4	8.3	6	12.5
Using specialized services and resources	14	29.8	20	42.6	6	12.8	7	14.9
Using appropriate advising and counseling techniques	10	21.7	21	45.7	7	15.2	8	17.4
Helping others develop healthy interpersonal relations	13	27.7	24	51.1	5	10.6	5	10.6
Role of Mediating and Interpreting								
Helping others identify and interpret important values	15	32.6	19	41.3	9	19.6	3	6.5
Helping others discover a variety of aspects in their culture	15	33.3	18	40.0	9	20.0	3	6.7

(continued)

APPENDIX D (Continued)

TABLE XXIII (Continued)

PROFESSIONAL ROLES AND ACTIVITIES	The impact of PROJECT activities on my performance has been: Considerable		Moderate		Minimal		Not Applicable	
	N	%	N	%	N	%	N	%
Helping others cope with issues and problems	14	32.6	19	44.2	7	16.3	3	7.0
Helping others develop skills	16	36.4	18	40.9	6	13.6	4	9.1
Encouraging and facilitating others' involvement in school and community life	15	34.1	16	36.4	9	20.5	4	9.1
Helping others find meaning	11	32.4	14	41.2	6	17.6	3	8.8
Role of Linking the School and Community								
Developing an awareness of community values, needs, goals, problems and resources	15	83.3	17	37.8	8	1718	5	11.1
Cooperatively developing educational experiences in response to community values, needs, goals, problems and resources	9	20.0	20	44.4	11	24.4	5	11.1
Enriching school experiences by the use of community resources	13	20.2	15	34.9	9	20.9	6	14.0
Interpreting the school's efforts to the community	10	22.7	19	43.2	8	18.2	7	15.9
Facilitating school-community communication	13	31.7	13	31.7	7	17.1	8	19.5
Role of Functioning as a Member of the Education Profession								
Accepting responsibility for professional judgments and actions	25	56.8	11	25.0	7	15.9	1	2.3
Advocating and practicing professional autonomy	15	34.9	20	46.5	5	11.6	3	7.0
Following a code of professional ethics	21	46.7	15	33.3	7	15.6	2	4.4
Striving to improve my professional competencies and skills	24	52.2	19	41.3	1	2.2	2	4.3
Participating in and contributing to professional groups	19	43.2	19	43.2	4	9.1	2	4.5
Getting things done	17	44.7	17	44.7	3	7.9	1	2.6
Role of Functioning as a Member of the Community Served by the School								
Participating actively in community affairs	12	26.7	11	24.4	14	33.3	7	15.6
Working effectively with other members of the community	11	23.9	17	37.0	11	23.9	7	15.2
Providing leadership within the community	10	22.2	10	22.2	15	33.3	10	22.2
Gaining recognition within the community	12	26.7	10	22.0	14	31.1	9	20.0

TABLE XIV

VOCATIONAL EDUCATION ADMINISTRATION (CORRESPONDENCE COURSE):
UNIVERSITY OF ILLINOIS
REPORT OF CHANGES IN PARTICIPANTS' PROFESSIONAL
ROLE PERFORMANCE RESULTING FROM PROJECT ACTIVITIES

N=27

PROFESSIONAL ROLES AND ACTIVITIES	The impact of PROJECT activities on my performance has been: Considerable		Moderate		Minimal		Not Applicable	
	N	%	N	%	N	%	N	%
Role of Leading								
Initiating ideas	7	26.9	13	50.0	4	15.4	2	7.7
Convincing others	6	24.0	12	48.0	5	20.0	2	8.0
Organizing	8	29.6	11	40.7	6	22.2	2	7.4
Initiating action	6	22.2	15	55.6	5	18.5	1	3.7
Getting others to follow	4	15.4	16	61.5	6	23.1	0	0.0
Role of Planning								
Identifying needs, interests and problems	10	37.0	14	51.9	3	11.1	0	0.0
Establishing relevant and clear objectives	10	34.5	15	51.7	4	13.8	0	0.0
Developing appropriate materials and activities	5	18.5	14	51.9	8	29.6	0	0.0
Assessing and evaluating performance	5	18.5	14	51.9	8	26.6	0	0.0
Communicating and reporting progress	4	15.4	13	50.0	9	34.6	0	0.0
Role of Directing and Helping Learning Take Place								
Establishing and maintaining a climate for learning	7	25.9	15	55.6	4	14.8	1	3.7
Helping others	8	28.6	14	50.0	6	21.4	0	0.0
Using appropriate techniques	5	18.5	15	55.6	7	25.9	0	0.0
Using appropriate materials and resources	9	34.6	8	30.8	9	34.6	0	0.0
Using feedback	6	23.1	13	50.0	7	26.9	0	0.0
Coping with learning difficulties	2	7.4	15	55.6	10	37.0	0	0.0
Role of Counseling, Advising, Consulting and Guiding								
Establishing rapport	8	29.6	13	48.1	5	18.5	1	3.7
Assessing needs	5	19.2	14	53.8	6	23.1	1	3.8
Using specialized services and resources	3	11.1	14	51.9	10	37.0	0	0.0
Using appropriate advising and counseling techniques	3	11.1	16	59.3	6	22.2	2	7.4
Helping others develop healthy interpersonal relations	7	25.0	14	50.0	6	21.4	1	3.6
Role of Mediating and Interpreting								
Helping others identify and interpret important values	6	22.2	13	48.1	7	25.9	1	3.7
Helping others discover a variety of aspects in their culture	2	7.7	11	42.3	12	46.2	1	3.8

(continued)

APPENDIX D (Continued)

TABLE XIV (Continued)

PROFESSIONAL ROLES AND ACTIVITIES	The impact of PROJECT activities on my performance has been: Considerable N	%	Moderate N	%	Minimal N	%	Not Applicable N	%
Helping others cope with issues and problems	8	30.8	14	53.8	4	15.4	0	0.0
Helping others develop skills	4	15.4	12	46.2	10	38.5	0	0.0
Encouraging and facilitating others' involvement in school and community life	3	11.5	15	57.7	8	30.8	0	0.0
Helping others find meaning	5	20.0	10	40.0	8	32.0	2	8.0
Role of Linking the School and Community								
Developing an awareness of community values, needs, goals, problems and resources	10	38.5	8	30.8	7	26.9	1	3.8
Cooperatively developing educational experiences in response to community values, needs, goals, problems and resources	7	26.9	13	50.0	4	15.4	2	7.7
Enriching school experiences by the use of community resources	7	26.9	10	38.5	7	26.9	2	7.7
Interpreting the school's efforts to the community	5	20.0	14	56.0	3	12.0	3	12.0
Facilitating school-community communication	5	19.2	15	57.7	4	15.4	2	7.7
Role of Functioning as a Member of the Education Profession								
Accepting responsibility for professional judgments and actions	10	38.5	12	46.2	4	15.4	0	0.0
Advocating and practicing professional autonomy	6	25.0	12	50.0	6	25.0	0	0.0
Following a code of professional ethics	9	37.5	9	37.5	6	25.0	0	0.0
Striving to improve my professional competencies and skills	16	61.5	8	30.8	2	7.7	0	0.0
Participating in and contributing to professional groups	9	37.5	10	41.7	5	20.8	0	0.0
Getting things done	11	47.8	10	43.5	2	8.7	0	0.0
Role of Functioning as a Member of the Community Served by the School								
Participating actively in community affairs	4	15.4	13	50.0	3	11.5	6	23.1
Working effectively with other members of the community	5	19.2	12	46.2	4	15.4	5	19.2
Providing leadership within the community	6	24.0	10	40.0	2	8.0	7	28.0
Gaining recognition within the community	4	16.0	8	32.0	7	28.0	6	24.0

TABLE XXV

WRITING MEASURABLE OBJECTIVES: D.V.T.E.
REPORT OF CHANGES IN PARTICIPANTS' PROFESSIONAL
ROLE PERFORMANCE RESULTING FROM PROJECT ACTIVITIES

N=9

	The impact of PROJECT activities on my performance has been:							
PROFESSIONAL ROLES AND ACTIVITIES	Considerable		Moderate		Minimal		Not Applicable	
	N	%	N	%	N	%	N	%
Role of Leading								
Initiating ideas	2	28.6	5	71.4	0	0.0	0	0.0
Convincing others	1	14.3	5	71.4	1	14.3	0	0.0
Organizing	7	77.8	1	11.1	1	11.1	0	0.0
Initiating action	1	12.5	7	87.5	0	0.0	0	0.0
Getting others to follow	2	25.0	5	62.5	1	12.5	0	0.0
Role of Planning								
Identifying needs, interests and problems	3	37.5	5	62.5	0	0.0	0	0.0
Establishing relevant and clear objectives	7	77.8	2	22.2	0	0 0	0	0.0
Developing appropriate materials and activities	4	50.0	3	37.5	1	12.5	0	0.0
Assessing and evaluating performance	2	25.0	5	62.5	1	12.5	0	0.0
Communicating and reporting progress	3	37.5	4	50.0	1	12.5	0	0.0
Role of Directing and Helping Learning Take Place								
Establishing and maintaining a climate for learning	2	25.0	3	37.5	2	25.0	1	12.5
Helping others	3	33.3	6	66.7	0	0.0	0	0.0
Using appropriate techniques	5	55.6	3	33.3	1	11.1	0	0.0
Using appropriate materials and resources	4	44.4	5	55.6	0	0.0	0	0.0
Using feedback	3	37.5	3	37.5	1	12.5	1	12.5
Coping with learning difficulties	2	25.0	3	37.5	2	25.0	1	12.5
Role of Counseling, Advising, Consulting and Guiding								
Establishing rapport	1	12.5	3	37.5	2	25.0	2	25.0
Assessing needs	2	25.0	5	62.5	1	12.5	0	0.0
Using specialized services and resources	6	75.0	1	12.5	1	12.5	0	0.0
Using appropriate advising and counseling techniques	1	12.5	1	12.5	3	37.5	3	37.5
Helping others develop healthy interpersonal relations	0	0.0	3	33.3	2	22.2	4	44.4
Role of Mediating and Interpreting								
Helping others identify and interpret important values	1	11.1	6	66.7	0	0.0	2	22.2
Helping others discover a variety of aspects in their culture	0	0.0	2	25.0	2	25.0	4	50.0

(continued)

APPENDIX D (Continued)

TABLE XXV (Continued)

PROFESSIONAL ROLES AND ACTIVITIES	The impact of PROJECT activities on my performance has been: Considerable		Moderate		Minimal		Not Applicable	
	N	%	N	%	N	%	N	%
Helping others cope with issues and problems	2	25.0	3	37.5	1	12.5	4	50.0
Helping others develop skills	4	50.0	3	37.5	0	0.0	1	12.5
Encouraging and facilitating others' involvement in school and community life	1	12.5	1	12.5	1	12.5	4	50.0
Helping others find meaning	0	0.0	3	37.5	1	12.5	4	50.0
Role of Linking the School and Community								
Developing an awareness of community values, needs, goals, problems and resources	2	25.0	2	25.0	2	25.0	2	25.0
Cooperatively developing educational experiences in response to community values, needs, goals, problems and resources	2	25.0	2	25.0	2	25.0	2	25.0
Enriching school experiences by the use of community resources	0	0.0	3	37.5	2	25.0	3	37.5
Interpreting the school's efforts to the community	2	22.2	2	22.2	3	33.3	2	22.2
Facilitating school-community communication	2	25.0	2	25.0	2	25.0	2	25.0
Role of Functioning as a Member of the Education Profession								
Accepting responsibility for professional judgments and actions	2	25.0	4	50.0	0	0.0	2	25.0
Advocating and practicing professional autonomy	2	25.0	2	25.0	1	12.5	3	37.5
Following a code of professional ethics	2	25.0	1	12.5	1	12.5	4	50.0
Striving to improve my professional competencies and skills	4	50.0	4	50.0	0	0.0	0	0.0
Participating in and contributing to professional groups	0	0.0	4	50.0	1	12.5	3	37.5
Getting things done	5	55.6	4	44.4	0	0.0	0	0.0
Role of Functioning as a Member of the Community Served by the School								
Participating actively in community affairs	0	0.0	3	37.5	0	0.0	5	62.5
Working effectively with other members of the community	1	14.3	3	42.9	0	0.0	3	42.9
Providing leadership within the community	1	14.3	2	28.6	0	0.0	4	57.1
Gaining recognition within the community	0	0.0	2	28.6	1	14.3	4	57.1

TABLE XXVI

ADMINISTRATION BY COMPETENCY TRAINING: ILLINOIS STATE UNIVERSITY
REPORT OF CHANGES IN PARTICIPANTS' PROFESSIONAL
ROLE PERFORMANCE RESULTING FROM PROJECT ACTIVITIES

N=9

PROFESSIONAL ROLES AND ACTIVITIES	The impact of PROJECT activities on my performance has been: Considerable		Moderate		Minimal		Not Applicable	
	N	%	N	%	N	%	N	%
Role of Leading								
Initiating ideas	5	55.6	2	22.2	1	11.1	1	11.1
Convincing others	1	12.5	7	75.0	0	0.0	1	12.5
Organizing	3	37.5	2	25.0	1	12.5	2	25.0
Initiating action	3	37.5	4	50.0	0	0.0	1	12.5
Getting others to follow	1	12.5	4	50.0	2	25.0	1	12.5
Role of Planning								
Identifying needs, interests and problems	5	55.6	3	33.3	0	0.0	1	11.1
Establishing relevant and clear objectives	5	62.5	2	25.0	0	0.0	1	12.5
Developing appropriate materials and activities	4	50.0	2	25.0	1	12.5	1	12.5
Assessing and evaluating performance	3	37.5	4	50.0	0	0.0	1	12.5
Communicating and reporting progress	3	37.5	2	25.0	1	12.5	2	25.0
Role of Directing and Helping Learning Take Place								
Establishing and maintaining a climate for learning	3	33.3	4	44.4	1	11.1	1	11.1
Helping others	3	37.5	4	50.0	0	0.0	1	12.5
Using appropriate techniques	3	37.5	3	37.5	1	12.5	1	12.5
Using appropriate materials and resources	3	37.5	3	37.5	1	12.5	1	12.5
Using feedback	4	50.0	3	37.5	0	0.0	1	12.5
Coping with learning difficulties	2	25.0	2	25.0	3	37.5	1	12.5
Role of Counseling, Advising, Consulting and Guiding								
Establishing rapport	2	25.0	5	62.5	0	0.0	1	12.5
Assessing needs	2	25.0	4	50.0	1	12.5	1	12.5
Using specialized services and resources	3	37.5	3	37.5	2	25.0	0	0.0
Using appropriate advising and counseling techniques	0	0.0	4	50.0	1	12.5	3	37.5
Helping others develop healthy interpersonal relations	1	11.1	4	44.4	2	22.2	2	22.2
Role of Mediating and Interpreting								
Helping others identify and interpret important values	1	12.5	5	62.5	1	12.5	1	12.5
Helping others discover a variety of aspects in their culture	0	0.0	3	37.5	3	37.5	2	25.0

(continued)

APPENDIX D (Continued)

TABLE XXVI (Continued)

PROFESSIONAL ROLES AND ACTIVITIES	The impact of PROJECT activities on my performance has been: Considerable		Moderate		Minimal		Not Applicable	
	N	%	N	%	N	%	N	%
Helping others cope with issues and problems	1	12.5	5	62.5	1	12.5	1	12.5
Helping others develop skills	3	37.5	2	25.0	2	25.0	1	12.5
Encouraging and facilitating others' involvement in school and community life	2	25.0	2	25.0	2	25.0	2	25.0
Helping others find meaning	0	0.0	3	37.5	2	25.0	3	37.5
Role of Linking the School and Community								
Developing an awareness of community values, needs, goals, problems and resources	2	22.2	6	66.7	0	0.0	1	11.1
Cooperatively developing educational experiences in response to community values, needs, goals, problems and resources	2	25.0	5	62.5	0	0.0	1	12.5
Enriching school experiences by the use of community resources	0	0.0	3	37.5	3	37.5	2	25.0
Interpreting the school's efforts to the community	1	12.5	2	25.0	4	50.0	1	12.5
Facilitating school-community communication	1	12.5	4	50.0	2	25.0	1	12.5
Role of Functioning as a Member of the Education Profession								
Accepting responsibility for professional judgments and actions	5	55.6	2	22.2	1	11.1	1	11.1
Advocating and practicing professional autonomy	2	25.0	2	25.0	2	25.0	2	25.0
Following a code of professional ethics	4	50.0	3	37.5	0	0.0	1	12.5
Striving to improve my professional competencies and skills	6	75.0	1	12.5	0	0.0	1	12.5
Participating in and contributing to professional groups	6	75.0	1	12.5	0	0.0	1	12.5
Getting things done	2	25.0	5	62.5	0	0.0	1	12.5
Role of Functioning as a Member of the Community Served by the School								
Participating actively in community affairs	1	11.1	2	22.2	4	44.4	2	22.2
Working effectively with other members of the community	2	25.0	3	37.5	1	12.5	2	25.0
Providing leadership within the community	1	12.5	2	25.0	3	37.5	2	25.0
Gaining recognition within the community	1	12.5	2	25.0	3	77.5	2	25.0

TABLE XXVII

TEACHER EDUCATION IN VOCATIONAL AND TECHNICAL EDUCATION:
UNIVERSITY OF ILLINOIS
REPORT OF CHANGES IN PARTICIPANTS' PROFESSIONAL
ROLE PERFORMANCE RESULTING FROM PROJECT ACTIVITIES

N=1

PROFESSIONAL ROLES AND ACTIVITIES	The impact of PROJECT activities on my performance has been:							
	Considerable		Moderate		Minimal		Not Applicable	
	N	%	N	%	N	%	N	%
Role of Leading								
Initiating ideas	0	0.0	1	100.0	0	0.0	0	0.0
Convincing others	0	0.0	0	0.0	1	100.0	0	0.0
Organizing	0	0.0	0	0.0	0	0.0	1	100.0
Initiating action	0	0.0	0	0.0	1	100.0	0	0.0
Getting others to follow	0	0.0	0	0.0	1	100.0	0	0.0
Role of Planning								
Identifying needs, interests and problems	1	100.0	0	0.0	0	0.0	0	0.0
Establishing relevant and clear objectives	0	0.0	1	100.0	0	0.0	0	0.0
Developing appropriate materials and activities	1	100.0	0	0.0	0	0.0	0	0.0
Assessing and evaluating performance	0	0.0	0	0.0	0	0.0	1	100.0
Communicating and reporting progress	0	0.0	0	0.0	0	0.0	1	100.0
Role of Directing and Helping Learning Take Place								
Establishing and maintaining a climate for learning	0	0.0	1	100.0	0	0.0	0	0.0
Helping others	0	0.0	0	0.0	1	100.0	0	0.0
Using appropriate techniques	0	0.0	1	100.0	0	0.0	0	0.0
Using appropriate materials and resources	0	0.0	0	0.0	1	100.0	0	0.0
Using feedback	0	0.0	1	100.0	0	0.0	0	0.0
Coping with learning difficulties	0	0.0	0	0.0	0	0.0	1	100.0
Role of Counseling, Advising, Consulting and Guiding								
Establishing rapport	1	100.0	0	0.0	0	0.0	0	0.0
Assessing needs	1	100.0	0	0.0	0	0.0	0	0.0
Using specialized services and resources	0	0.0	0	0.0	1	100.0	0	0.0
Using appropriate advising and counseling techniques	0	0.0	0	0.0	0	0.0	1	100.0
Helping others develop healthy interpersonal relations	0	0.0	1	100.0	0	0.0	0	0.0
Role of Mediating and Interpreting								
Helping others identify and interpret important values	1	100.0	0	0.0	0	0.0	0	0.0
Helping others discover a variety of aspects in their culture	1	100.0	0	0.0	0	0.0	0	0.0

(continued)

APPENDIX D (Continued)

TABLE XXVII (Continued)

PROFESSIONAL ROLES AND ACTIVITIES	The impact of PROJECT activities on my performance has been: Considerable N	%	Moderate N	%	Minimal N	%	Not Applicable N	%
Helping others cope with issues and problems	1	100.0	0	0.0	0	0.0	0	0.0
Helping others develop skills	0	0.0	0	0.0	0	0.0	1	100.0
Encouraging and facilitating others' involvement in school and community life	0	0.0	0	0.0	0	0.0	1	100.0
Helping others find meaning	1	100.0	0	0.0	0	0.0	0	0.0
Role of Linking the School and Community								
Developing an awareness of community values, needs, goals, problems and resources	1	100.0	0	0.0	0	0.0	0	0.0
Cooperatively developing educational experiences in response to community values, needs, goals, problems and resources	0	0.0	1	100.0	0	0.0	0	0.0
Enriching school experiences by the use of community resources	0	0.0	0	0.0	0	0.0	1	100.0
Interpreting the school's efforts to the community	0	0.0	0	0.0	0	0.0	1	100.0
Facilitating school-community communication	0	0.0	0	0.0	0	0.0	1	100.0
Role of Functioning as a Member of the Education Profession								
Accepting responsibility for professional judgments and actions	1	100.0	0	0.0	0	0.0	0	0.0
Advocating and practicing professional autonomy	0	0.0	1	100.0	0	0.0	0	0.0
Following a code of professional ethics	0	0.0	0	0.0	1	100.0	0	0.0
Striving to improve my professional competencies and skills	0	0.0	0	0.0	1	100.0	0	0.0
Participating in and contributing to professional groups	1	100.0	0	0.0	0	0.0	0	0.0
Getting things done	0	0.0	0	0.0	0	0.0	1	100.0
Role of Functioning as a Member of the Community Served by the School								
Participating actively in community affairs	0	0.0	0	0.0	0	0.0	1	100.0
Working effectively with other members of the community	0	0.0	0	0.0	1	100.0	0	0.0
Providing leadership within the community	0	0.0	1	100.0	0	0.0	0	0.0
Gaining recognition within the community	0	0.0	0	0.0	1	100.0	0	0.0